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ABSTRACT

This trainer's manual focuses on facilitating collaboration in an educational setting. It begins with tips for trainers to involve training session participants, answer questions and respond to challenges, and evaluate their own performance, along with sample agendas and worksheets used in collaboration training. Each of the next six sections contains overhead masters, descriptions of activities, forms and worksheets, and other support materials. Section 2 provides an overview of collaboration, detailing benefits for administrators, teachers, students, and parents. Section 3 examines district/building planning for the Instructional Support Team (IST) program, including the roles of key personnel, identification of school resources, and ramifications. Section 4 describes the IST four- step problem-solving process, illustrated by several case studies. Section 5 looks at interactive communicative skills. Section 6 explores team practice, focusing on selection of team members, meetings, IST roles and functions, and record keeping. The final section covers team maintenance and the activities designed to promote cooperative, respectful, and effective working relationships among team members. (Contains 20 references.) (ND)

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IST

The Instructional Support Team

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Collaboration

Trainer's Manual

**Instructional Support Team
Project of Pennsylvania
1110 Enterprise Road
East Petersburg PA 17520**

A Systematic Search for What Works!

#214

4-94

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This manual was designed to be complete and user-friendly for trainers. The overheads, handouts, activities, and resources will complement the written text that the trainer may use when training in collaboration. The trainer should feel free to supplement any of the sections. The collaboration committee thanks all those who contributed to the production of this manual. A special note of appreciation goes to support staff member Donna Haburjak of the Western Instructional Support Center. Her graphic and computer talents enabled us to produce this high quality, professional trainer's manual. Thanks are also extended to Janine Toth and Karen L. Rairigh for contributions to the "Team Maintenance" section.

April, 1994

I

INTRODUCTION TO TRAINERS

Trainer Tips
and
Sample Agendas

On Being a Trainer . . .

The most effective methods for facilitating collaboration are to model it and to provide for guided practice. On rare occasions it may be necessary, or more efficient, to provide large amounts of information at a training session. When this is necessary, the trainer should always keep in mind that participants will only remember about 50% of what they see and hear. The rate of retention zooms to 90% when participants can have guided practice in "normal", or realistic settings. This is not only true of students but of educators as well. The ancient Chinese proverb affirms:

> I hear and I forget
> I see and I remember
> I do and I understand

The following pages are tips for trainers that can be generalized to all training but are particularly pertinent to training on collaboration.

Presenting . . .

When preparing a presentation, keep these needs in mind:

- clear measurable objectives as to what the participants will know by the end of the session,
- a description of what the participants will do to show that they understand the information given,
- the materials and time limits for the session, and
- a plan for the modeling and guided practice which will occur after the session.

The presentation should model the behaviors which are expected from participants. The use of activities will help the trainer check for understanding and will let participants know that you care that they "get it."

TEN WAYS
TO INVOLVE PARTICIPANTS

1. Summarize the significant points just discussed. Write them down.
2. Create a symbol or series of symbols to represent what is being discussed. Have these shared. For example, ask participants to create, then present, symbols for collaboration, for competition, and for "expert model."
3. Discuss, with a partner, the problems that may occur when the concept being presented (e.g. collaboration vs. expert model) is taught to individual teams.
4. Draw a picture representing the key point just discussed. Post it on the wall and observe the other drawings.
5. Generate two examples specific to your teaching situation. Record them in your notes.
6. Develop a metaphor or analogy that demonstrates your understanding of this concept. Share.
7. Declare with thumbs up or down if verbal statements about a particular topic are true or false.
8. Describe to a partner how you could apply this skill in your situation.
9. Answer questions in unison. Leaders, listen for discrepancies.
10. Use response cards (agree/disagree) to show reaction to the following statements.

Getting ready . . .

1. **Remember that participants come with other things on their minds.** Actively involve them. Choose behaviors that *all* participants can perform with ease. For example:
    - sharing with a partner
    - written responses
    - Every Participant Responds (EPR)
    - thumbs up/down, fist, clap, point

2. **Build on previous learning.** Alleviate fears of change by relating to previous experiences of change.

3. **Relate to real life.** Give participants the meaning and/or purpose for the training. Refer to how collaborative skills can assist participants outside their jobs.

4. **Help participants to remember.**
    - Transfer previous learning to new.
    - Use mnemonic devices.
    - Use participant language (e.g., examples, pictures, role play, audio visuals, manipulatives, games).
    - Use concrete materials.

5. **Model, model, model.** Show participants what collaboration looks like and how collaboration sounds.

6. **Provide guided practice.** Guide participants through a collaborative experience. Explain how you will provide additional guided and independent practice on-site.

7. **Provide time for closure.** Have every participant summarize orally or in writing what was learned (e.g., "Here's what I learned and this is what I plan to do about it.") Helping Trios - Everyone write their most pressing problem. The other two teachers brainstorm solutions for 3-5 minutes.

8. **Provide a summary.** "This is where we began our session and this is where we are now. What have we learned? What does that mean to you? What do you need/want next?" T2 WYT2 — Tell Them What You Told Them.

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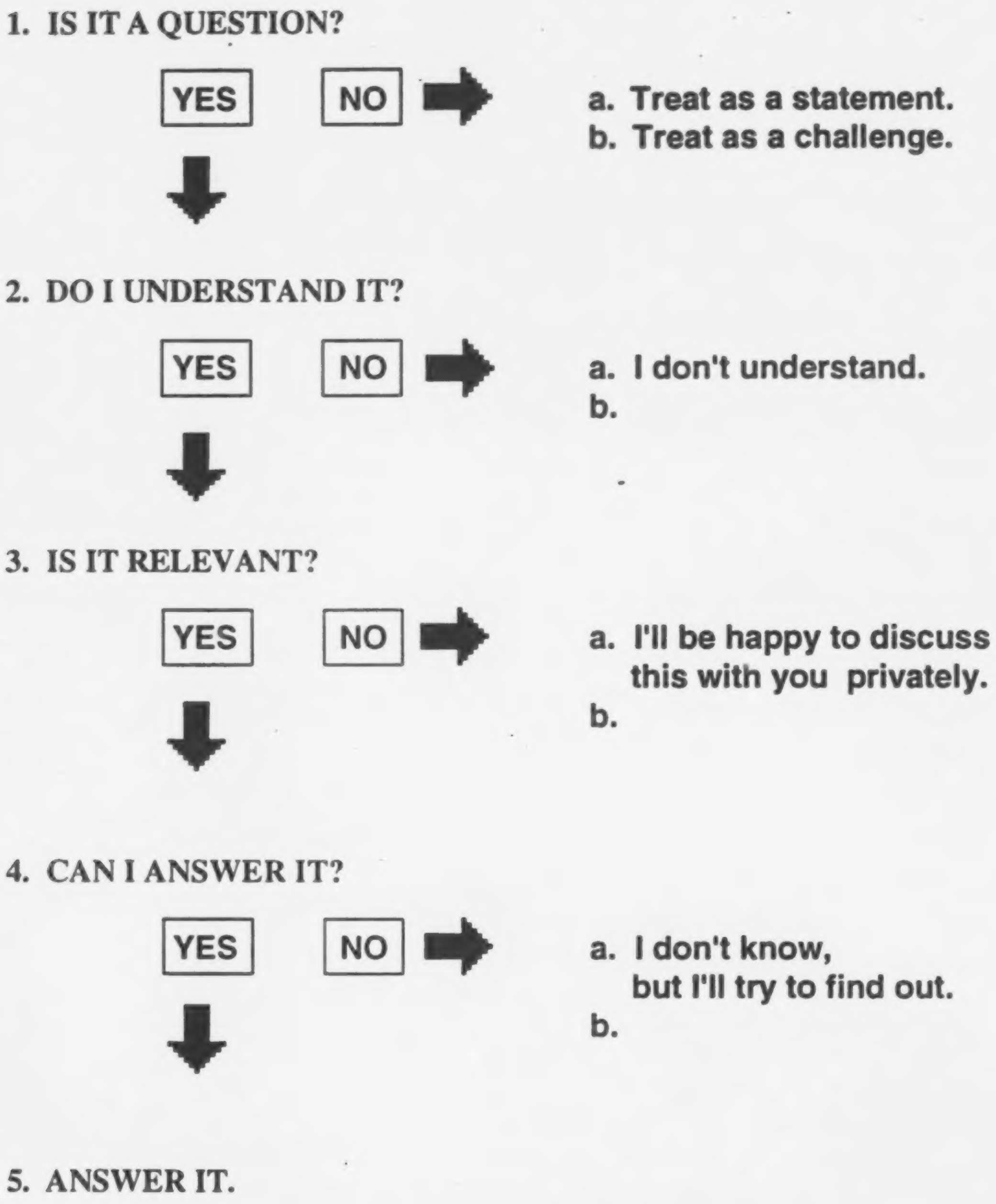
Answering questions . . .

A FIVE STEP FLOW CHART



1. IS IT A QUESTION?

a. Treat as a statement.
b. Treat as a challenge.

2. DO I UNDERSTAND IT?

a. I don't understand.
b.

3. IS IT RELEVANT?

a. I'll be happy to discuss this with you privately.
b.

4. CAN I ANSWER IT?

a. I don't know, but I'll try to find out.
b.

5. ANSWER IT.

Responding to challenges . . .

First of all, don't be defensive. Seek to understand the person's issue.

TO POSTPONE AN INTERRUPTION:

"Would you be willing to have me finish my point?
Then I'll answer your question."

TO REDUCE AMBIGUITY:
("This doesn't make any sense!")

"Specifically what doesn't make sense to you?"

TO DEFLECT CRITICISM:
("You're too unrealistic!")

"I understand you feel this is unrealistic.
Specifically what part doesn't work for you?"

TO AVOID JUSTIFICATION:
("This will never work in my situation!")

"I found that it works . . . "

Using Transparencies . . .

- Keep letters bold and at least 1/2" or larger.
- Keep words to a minimum. Less than 6 per line. No more than 6 lines.
- Keep all print and pictures on the top two-thirds of a vertical or horizontal page.
- Focus and position image before presenting.
- Position screen so image fills up as much space as possible.
- Turn projector off so no blank white screens are shown between transparencies.

TO COUNTERACT A DATA CHALLENGE:
("This research is wrong!")

"Specifically which part of the research is wrong?"

"What evidence do you have that the research is wrong?"

TO DISCLOSE A HIDDEN AGENDA:
("Isn't the district just trying to put one over on us?")

"Why do you ask that?"

OTHER:

Self-evaluation . . .

Trainers must constantly evaluate their own performance. One way to do that is to identify your "maturity" level and to keep striving to mature through experience and education. Here are four stages of maturity that trainers frequently experience:

Toddler Trainer

At the start, the trainer is excited, unsure, and scared. He or she stays close to secure objects such as lecterns, training manuals, handouts, and visual aids.

Teenage Trainer

The Teenage Trainer is ready for action and is annoyed by limits set by others. This trainer relishes the training scene, likes being center stage, overloads the design, and easily runs over time with enthusiasm. He or she assumes that everyone else (of any consequence) is equally enthusiastic and energetic.

Twenties Trainer

The Twenties Trainer recognizes his or her responsibilities, prepares well, and establishes a realistic program and pace. This trainer is calm and competent.

Timeless Trainer

The Timeless Trainer is challenged by synergism. He or she believes that the purpose of training is to enhance what trainees like to call "real life." This trainer works with trainees to integrate the program into everyone's world.

An easy to read, quick reference to great training techniques is a monthly newsletter by Lakewood Publications called Creative Training Techniques: A Newsletter of Tips, Tactics, and How-To's for Delivering Effective Training. Maclean Hunter Publishing Co., 50 S. Ninth, Minneapolis, MN 55402 (612) 333-0471. Subscriptions $133.00 a year.

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The following are sample agendas and objectives used in collaboration training. This manual contains all information mentioned in the samples.

ENHANCING COLLABORATION BETWEEN EDUCATORS:

Essential Skills

IST Participant Needs Assessment

In an effort to make the best use of our time together, please prioritize the topics you would like to complete in our two days of training. Put a number **1** for the item **of highest interest**, a number 2 for the next and so on until you have listed number **11 as the item of the least interest.**
Please use each number once.

______ To learn how to have an effective 30 min. IST meeting.

______ To see a video of an IST meeting.

______ To role play an IST meeting.

______ To develop my school district IST flow chart process in adherence to PA Special Education Regulations.

______ To learn how to reach true consensus in a meeting.

______ To see a video of the collaboration process from an actual 6th grade classroom.

______ To experience the elements of Team Building.

______ To understand the roles in teams.

______ To learn how to give feedback collaboratively.

______ To learn how to deal with resistance.

______ To learn how to have a team maintenance meeting.

COLLABORATION AND COMMUNICATION SKILLS

GOALS:

To provide an introduction, overview, and guided practice in identifying and implementing the steps of Collaboration.

To provide an introduction and guided practice in identifying and trying Interactive Communication Skills.

To provide practice in focused brainstorming.

To provide IST trainers with content and activities for presenting Collaboration and Interactive Communication Skills to IS Teams.

9:00 - 9:30	Introductions, Warm-Up Activities, Goals
9:30 - 10:30	A Mystery
10:30 - 10:45	BREAK
10:45 - 12:00	Collaboration, An Overview
12:00 - 1:00	LUNCH
1:00 - 2:00	Communication in Collaboration
2:00 - 2:30	Practice Communication Skills
2:30 - 2:45	BREAK
2:45 - 3:15	Training Tips for Individualization

COLLABORATION

Goals:

Learners will acquire a knowledge base for what collaboration is and the rationale for its use as an effective problem solving technique.

Objectives:

1. Learners will be introduced to some of the principles and techniques of the collaboration process.

2. Learners will understand the steps of the collaborative problem-solving method.

Activities:

1. Collaboration

    a. Definition
    b. Rationale
    c. Principles and techniques for implementing

2. Steps in the process

    a. Entry
    b. Hypothesis Forming
    c. Verification
    d. Outcome

3. Components of collaboration
4. Facilitators of collaboration

ESSENTIAL SKILLS

At the end of this session you will be able to:

Write a definition of collaboration.

List five qualities of a collaborative person.

List six kinds of interactive statements ("SP. CARE").

FEEDBACK

At the end of this session you will be able to:

Define feedback.

List criteria that are useful for constructive feedback.

Practice giving appropriate feedback.

TEAM BUILDING

At the end of this session you will be able to:

List six essential elements for building a team.

List five stages a team will go through as it develops.

Write a mission statement for your Instructional Support Team.

GROUP ROLES IN TEAMING

At the end of this session you aill be able to:

Differentiate between task and maintenance roles.

Practice a maintenance role.

DEALING WITH RESISTANCE

At the end of this session you will be able to:

Look at your own controversy behaviors. Name those which you need to improve and those in which you are skilled.

Name at least five strategies for managing resistance to change.

Give a synopsis of methods for managing conflict.

TEAM MAINTENANCE

At the end of this session you will be able to:

Define team maintenance.

Identify the goals of team maintenance.

List some ground rules for team maintenance.

List times you should request a team maintenance meeting.

INSTRUCTIONAL SUPPORT TRAINING TEAM BUILDING AND TEAM MAINTENANCE

AGENDA

9:00 - 9:40	Intros, Energizer, Agenda Setting
9:40 - 10:00	Review Team Building Elements

TRAINING SEGMENT ON GROUP PROCESS

10:00 - 10:30	Inclusion, Control and Affection Lectures
10:30 - 10:45	BREAK
10:45 - 11:15	Task and Maintenance Functions; Lecturette and Tower Building Exercise
11:15 - 11:30	Process Design and Discuss Training Options

TRAINING SEGMENT ON TEAM MAINTENANCE

11:30 - 12:00	Review Concepts and Distributed Materials
12:00 - 1:00	LUNCH
1:00 - 2:00	Team Maintenance Simulations
2:00 - 2:30	Discussion/Planning: Role of IS Consultant in Team Building and Team Maintenance
2:30 - 2:45	Closing and Evaluations

II

OVERVIEW OF COLLABORATION

Introduction

As the diversity of students in classrooms has risen dramatically in terms of socio-economics, health, ethnicity, language, etc., teachers are faced with an ever-increasing variety of learning needs in their classrooms. It is unrealistic to expect teachers to be responsible for meeting all needs of all children without assistance. Historically, regular classroom teachers were encouraged to remove difficult-to-teach students from their classrooms and place them into special education programs. Rarely were teachers provided with support through consultation with others or with technical assistance for strategies and interventions for regular classroom use. Recent research has indicated that if educators receive appropriate training and support, they can successfully meet a wide variety of student needs in the regular classroom setting (Stainback, Stainback, Courtnage and Jaben, 1985).

OVERHEAD (Reynolds, 1977) illustrates the traditional continuum of services leading to and from special education programs. Difficulties arose with this system in terms of its alarming expansion, its focus on eligibility rather than on functional assessments of need, and its implication that the problem resided in the child rather than in the instructional environment. Most important were the growing concerns that children were being segregated unnecessarily and that special education programs were often of questionable efficacy (e.g., Zins, Curtis, Graden, and Ponti, 1988).

Much of the current research on improving educational practice speaks to the need for collaboration, cooperation, and inclusion. Collaboration provides a framework for professionals to work together in groups, to solve problems related to their students cooperatively, to help one another discover and explore new ways of working, and to take collective responsibility for what happens in the school. With the provision of such support, the use of techniques, such as cooperative classrooms, curriculum-based assessments, team planning, and individualized instruction systems, is facilitated in regular classrooms (See OVERHEAD). Placement in special programs is reserved for those who truly need it.

Collaboration was chosen as a central component of the IST initiative because research has shown that people working together can solve problems related to instruction better than people working in isolation (e.g., Chalfont, Pysh, & Moultrie, 1979; Lipsky & Gardner, 1989; Rosenfeld, 1987; Stainback et al, 1985; Zins et al, 1988). As defined in the context of teams by West (1991) (OVERHEAD), educational collaboration is an interactive planning or problem-solving process based upon an equal, collegial relationship involving two or more team members. West identified critical elements of effective collaboration, including goal setting, data collection, problem identification/analysis, alternative solutions development, action plan developments, action plan implementation, evaluation/followup and re-design. Team interactions throughout the process were characterized by: (1) mutual respect, trust, and open communication; (2) consideration of each issue or problem from an ecological perspective; (3) consensual decision-making; (4) pooling of personal resources and expertise; and (5) joint ownership of the problem. Educational collaboration focuses on changes in knowledge, skills, attitudes, or behaviors at the child, adult, and/or system level. (OVERHEAD)

Benefits of Collaboration

There is a growing body of evidence (e.g., Fudell 1992; Project RIDE, 1989; Chalfant & Pysh, 1989; Zins et al., 1988) which supports the efficacy of educational collaboration. Reported findings include:

1. Improved teacher effectiveness and confidence in dealing with academic and behavioral problems.

2. Improved self-perceptions of teachers' competence.

3. High degree of teacher satisfaction with the collaborative process.

These findings provide the foundation for the IST initiative (OVERHEAD). Learning the skills that are essential to collaboration (e.g., functioning as a team, reaching consensus) requires time and a commitment to change. It is important that the process not be perceived as an advice-giving exercise where the consultee requests help and the consultant provides "expert" solutions. Rather, the classroom teacher is recognized as a professional who is highly skilled in the areas of curriculum, classroom environment, and instructional strategies. With adequate opportunities for professional collaboration, the teacher can address school-based problems so that students' needs can be met effectively.

(OVERHEAD) For administrators, staff collaboration encourages positive problem solving instead of mere problem sharing. It makes more effective use of staff expertise by providing a forum for communication and professional growth. Additionally, time and money are saved by decreasing inappropriate referrals to special education.

(OVERHEAD) For regular classroom teachers, support is available on a timely basis for dealing with students who are experiencing difficulty. In addition, collaboration facilitates the sharing of teaching expertise which contributes to professional growth. As a result, teachers develop more skills and increased confidence in dealing with difficult-to-teach students.

(OVERHEAD) For the special education system, the reduction in inappropriate referrals means that services are available to those students who truly need them, those who are not able to succeed without specially designed instruction. In addition, the collaborative process allows for the effective inclusion of students with disabilities in regular classrooms through the IST process.

(OVERHEADS) Collaboration in schools benefits students who are struggling. Assistance becomes available quickly in the regular classroom and the expertise of more than one educator is brought to bear on the problem, increasing the possibility for solution. For those students who are not eligible for special services, adaptations and interventions are made available in the regular classroom, eliminating "slipping through the cracks." Finally, for parents, collaboration affords the opportunity to contribute to their children's education in the regular classroom.

One point that clearly underscores the need for collaboration is the consideration of each request for assistance from an ecological perspective, requiring the analysis of a multitude of variables that may be affecting the problem. For example, the curriculum may not be developmentally appropriate, the textbook may be too difficult, or the student may be experiencing difficulty in the home. Through the cooperative and collaborative efforts of the IST members, the consideration of all relevant information and factors is facilitated.

NOTE TO TRAINERS : Review what collaboration *is* and *is not* with OVERHEAD.

Summary (OVERHEAD)

NOTE TO TRAINERS : To use this overhead, cover the "n" in **Collaboration** with your finger and explain that without the principal, there is no collaboration. Cover other letters of other positions and offer the same explanation.

Collaboration is a process that benefits all who participate. When each educational professional becomes part of this interconnection, services to students are better coordinated and needs are met more effectively.

OVERVIEW OF COLLABORATION

Activities

Group Definition of Collaboration

NOTE TO TRAINER: This activity can be done on an overhead transparency. Give one to each "team" present (with a transparency pen) and have them develop their own definition of collaboration based on what they have learned and how they would like to see their team function. After giving them some time to complete this activity, have one member of the group put the transparency on the overhead and share their definitions with the entire group.

OVERVIEW OF COLLABORATION

Additional Activities

Three exercises noted from the text below might be useful during your training.

Folding Arms
What's in Your Wallet or Purse
The Machine

These exercises can be found in:
Saying Hello: Getting Your Group Started by Lois B. Hart, Organization Design and Development, Inc., Copyright 1989.

Some trainers also find the "Murder Mystery" to be a good way to introduce the need for collaboration.

FOLDING ARMS

PURPOSE: To demonstrate how difficult it is to change behavior.

1. Ask everyone to fold their arms naturally. Demonstrate. Have them hold that position while you talk for a while.
2. Ask everyone to refold their arms in the opposite position. Have them hold that position while you talk for a while.
3. Ask for feedback as to how the new position feels. Responses will probably include, "It feels awkward," or "I had to think hard to fold my arms in the new position."
4. Make the point that change is awkward and we must be patient with ourselves if we are attempting to make either attitudinal or behavioral changes. Encourage the participants to set realistic expectations for themselves. Emphasize that even though this was awkward they were able to do it.

WHAT'S IN YOUR WALLET OR PURSE?

PURPOSE: To get acquainted in a nonthreatening way.

1. Participants form a small group of five or less.
2. Participants select one item from their wallet or purse that reveals something about themselves or some thing they are proud of. They will share with the group why they selected that item.

THE MACHINE

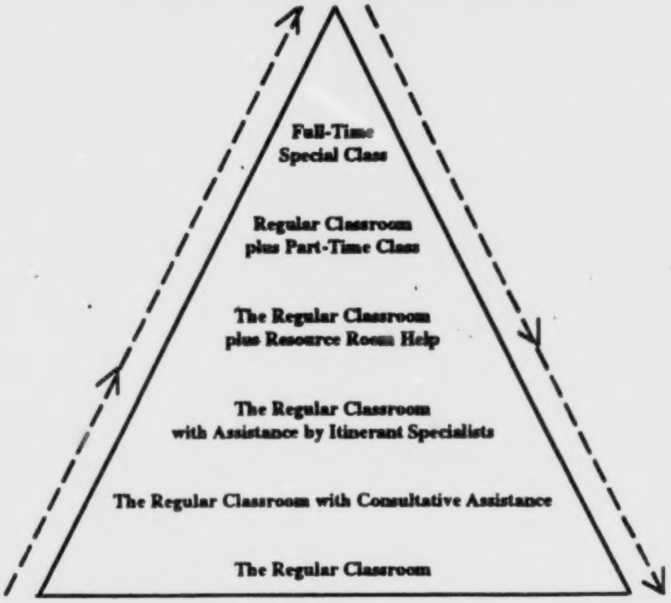
PURPOSE: To develop a sense of teamwork.

1. Explain that a fully functioning group is like a well-oiled machine. Each part is important, but the interrelationships between parts is most important. Indicate that we are going to create a "Human Machine."
2. Ask one person to come into the open space and act out, repeatedly, one motion with an accompanying sound.
3. Ask the remaining participants to spontaneously "hook into" the machine adding a complimentary repetitive motion and sound. Guide the creation by making sure each person has hooked into the machine before the next person is added.
4. When the machine is functioning fully, ask one "part" to malfunction. Observe what happens.

OVERVIEW OF COLLABORATION

Overheads

INSTRUCTIONAL CASCADE


Full-Time Special Class
Regular Classroom plus Part-Time Class
The Regular Classroom plus Resource Room Help
The Regular Classroom with Assistance by Itinerant Specialists
The Regular Classroom with Consultative Assistance
The Regular Classroom

Adapted from "The Instructional Cascade" by M.C. Reynolds in The Least Restrictive Alternative, A. Rehmann and T. Riggen (Eds), 1977, Minneapolis, Minn.: Minneapolis Public Schools. Copyright 1977.

Emphasize:

Before showing overhead, ask group, "What usually happens when a student is not functioning within any group like reading within the classroom?" Elicit responses like "tested," "sent to special ed.," " removed from the classroom," and/or "remedial reading."

Show overhead and discuss that in 1977 with full implementation of PL94-142 the intent was to have the regular classroom receive assistance before removing the child from it. (Draw a line from the regular classroom to regular classroom plus resource room.)

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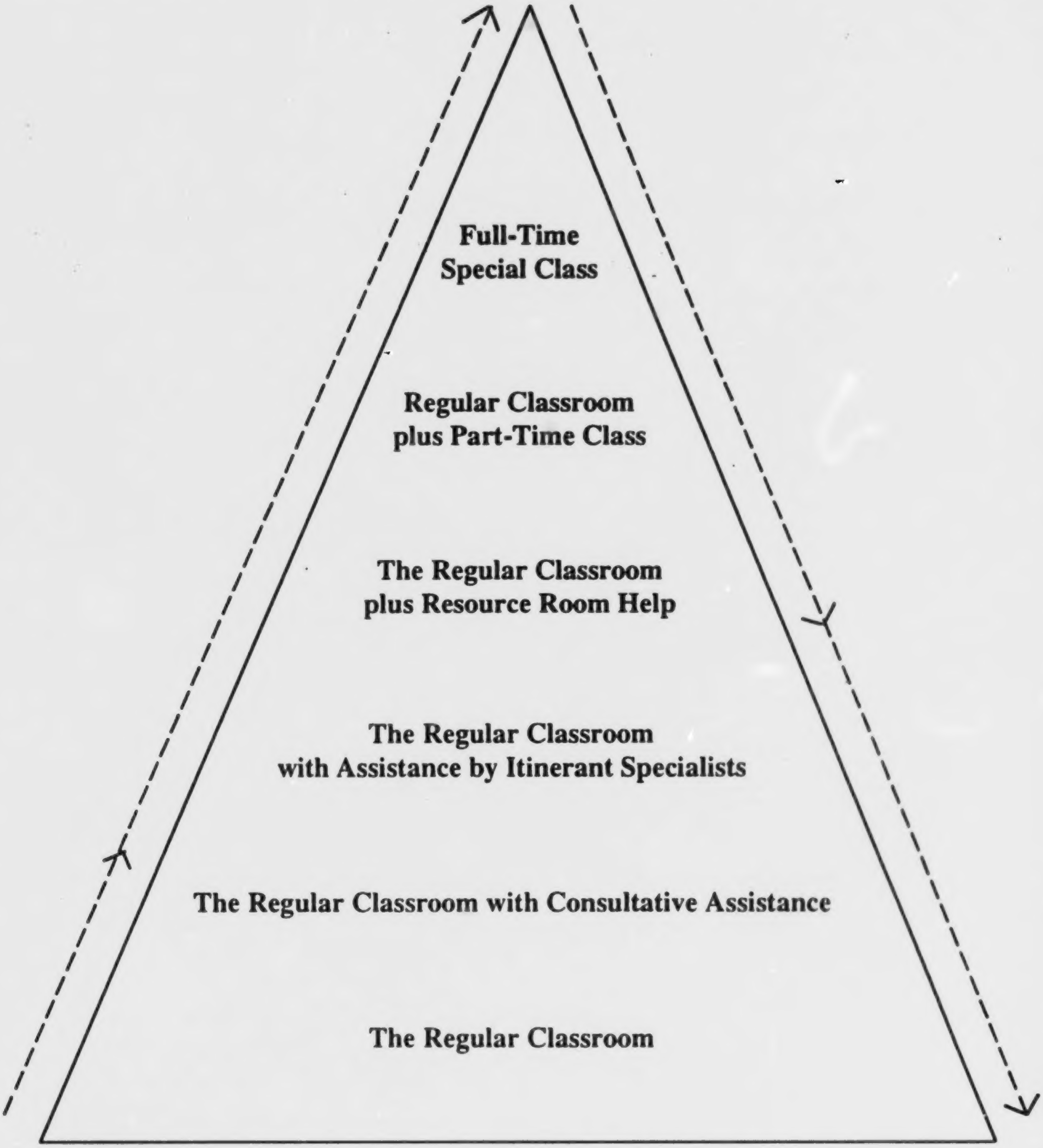
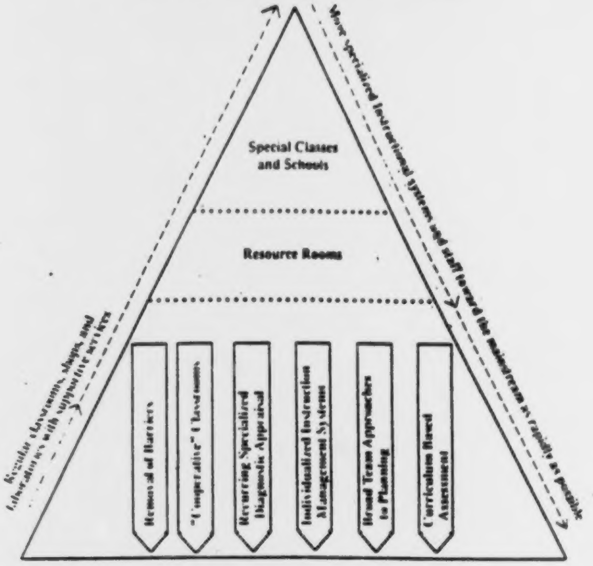
INSTRUCTIONAL CASCADE


Full-Time
Special Class
Regular Classroom
plus Part-Time Class
The Regular Classroom
plus Resource Room Help
The Regular Classroom
with Assistance by Itinerant Specialists
The Regular Classroom with Consultative Assistance
The Regular Classroom

Adapted from "The Instructional Cascade" by M.C. Reynolds in The Least Restrictive Alternative, A. Rehman and T. Riggen (Eds), 1977, Minneapolis, Minn.: Minneapolis Public Schools. Copyright 1977.

The Changing Cascade: Fewer Specialized Places, More Diverse "Regular" Places


Special Classes and Schools
Resource Rooms
Removal of Barriers
"Cooperative" Classrooms
Recurring Specialized Diagnostic Appraisal
Individualized Instruction Management Systems
Broad Team Approaches to Planning
Curriculum Based Assessment
Regular classrooms, shops, and laboratories with supportive services
Move specialized instructional systems and staff toward the mainstream as rapidly as possible.

Adapted from "The Instructional Cascade" by M.C. Reynolds in The Least Restrictive Alternative. A. Rehrmann and T. Riggen (Eds), 1977, Minneapolis, Minn.: Minneapolis Public Schools. Copyright 1977.

Emphasize:

In an effort to reinforce the need for alternatives within the regular classroom, we can develop various support services within the classroom for the student and teacher.

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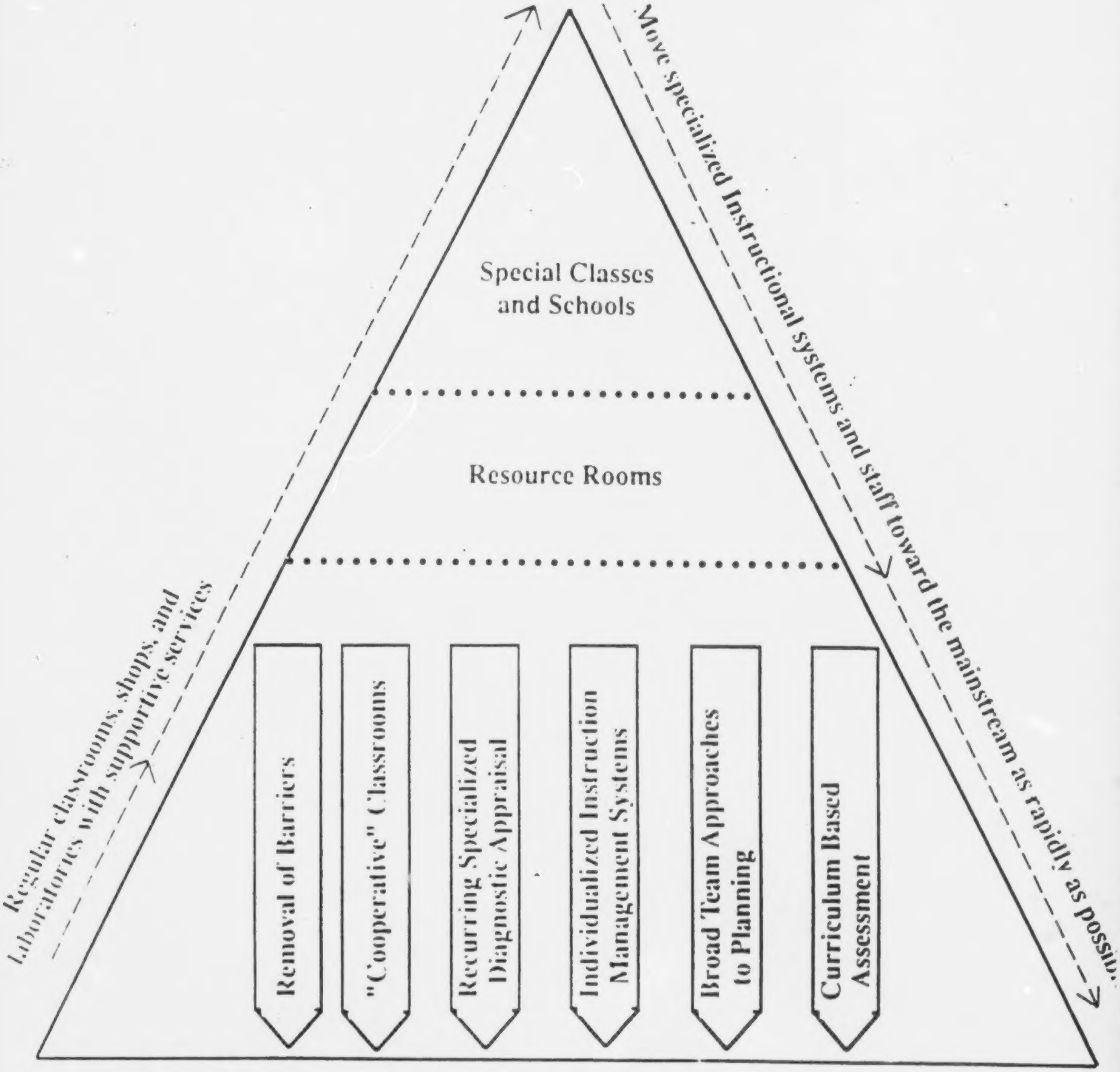
The Changing Cascade: Fewer Specialized Places, More Diverse "Regular" Places


Special Classes and Schools
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Regular classrooms, shops, and laboratories with supportive services
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Curriculum Based Assessment

Adapted from "The Instructional Cascade" by M.C. Reynolds in The Least Restrictive Alternative, A. Rehman and T. Riggen (Eds), 1977, Minneapolis, Minn.: Minneapolis Public Schools. Copyright 1977.

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Definition of Educational Collaboration

West (1991)

Educational Collaboration is an interactive planning or problem-solving process based upon an equal, collegial relationship involving two or more team members. Features which are critical to the success of collaboration include:

Goal Setting

Data Collection

Problem Identification/Analysis

Alternative Solutions Development

Action Plan Development

Action Plan Implementation

Evaluation/Follow-up

Re-Design

Emphasize:

West elucidated a number of critical features that make collaboration successful. These features have been incorporated into the IST process that will be described later.

Definition of Educational Collaboration

West (1991)

Educational Collaboration is an interactive planning or problem-solving process based upon an equal, collegial relationship involving two or more team members. Eight critical features have been identified:

Goal Setting

Data Collection

Problem Identification/Analysis

Alternative Solutions Development

Action Plan Development

Action Plan Implementation

Evaluation/Follow-up

Re-Design

Definition of Educational Collaboration (Continued)

West (1991)

Team interactions throughout the process are characterized by: mutual respect, trust, and open communication; consideration of each issue or problem from an ecological perspective; consensual decision-making; pooling of personal resources and expertise; and joint ownership of the issue or problem being addressed.

The outcomes of educational collaboration may focus on changes in knowledge, skills, attitudes, or behaviors at one or more of three levels:

Child

Adult

System

Emphasize:

West's conceptualization of collaboration emphasized respect and trust, pooling of resources, and joint ownership. Refer to the ecological perspective and how we are encouraged to look at the curriculum, the text, home, teaching, and learning strategies, when looking at a problem. (Use pen to circle these key terms.)

Definition of Educational Collaboration (Continued)

West (1991)

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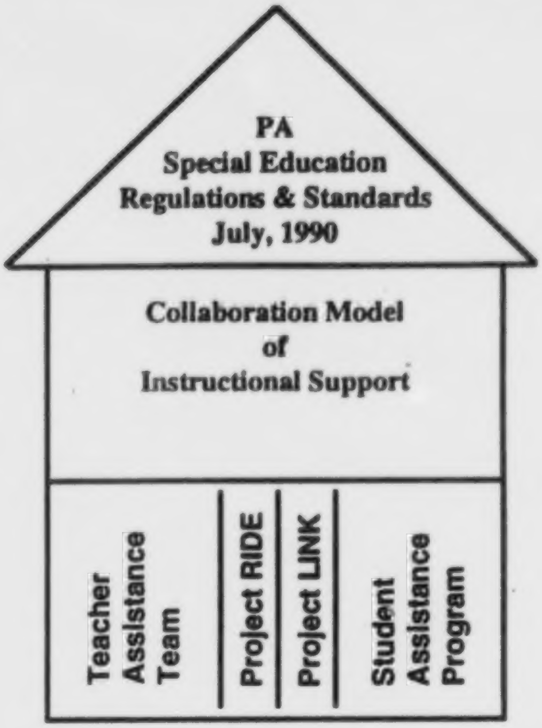
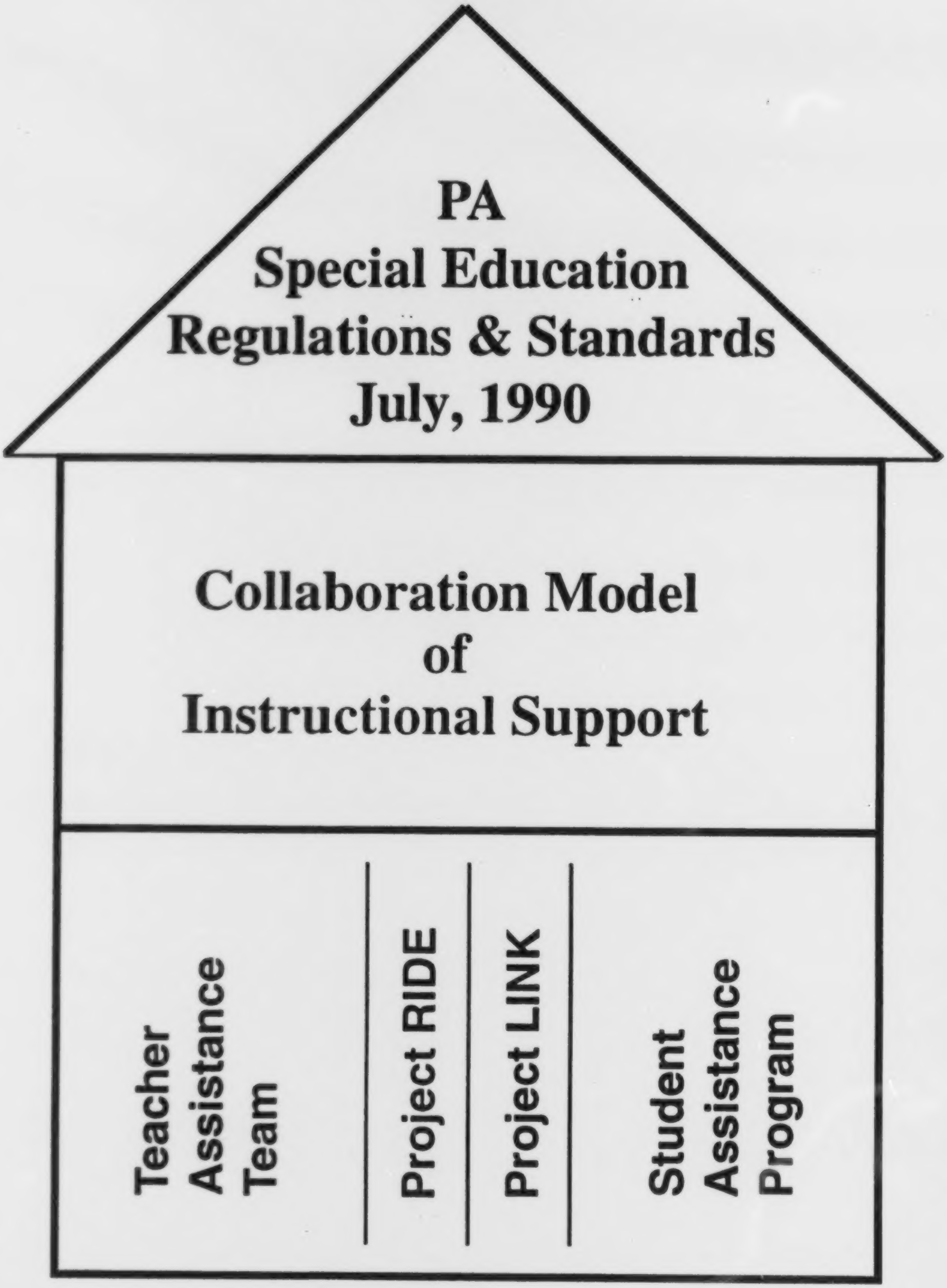

PA
Special Education
Regulations & Standards
July, 1990
Collaboration Model
of
Instructional Support
Teacher Assistance Team
Project RIDE
Project LINK
Student Assistance Program

Emphasize:

Collaboration is a key to facilitating the educational change that will occur in school buildings. Four PDE-sponsored programs helped to develop our foundation of Instructional Support Teams.

Teacher Assistance Teams
Project RIDE
Project Link
Student Assistance Programs



PA
Special Education
Regulations & Standards
July, 1990

Collaboration Model
of
Instructional Support

Teacher Assistance Team

Project RIDE

Project LINK

Student Assistance Program

Advantages
FOR ADMINISTRATORS:

- **Shifts staff concern to positive constructive problem solving**
- **Utilizes staff more effectively**
- **Improves staff communication and skill**
- **Saves time and money by reducing referrals to special education**

Emphasize:

- Positive problem solving versus problem sharing or talking about what's wrong.
- Effective use of staff expertise.
- Provides a forum for communication.
- Saves time and money involved in inappropriate referrals to special education.

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FOR ADMINISTRATORS:

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- Utilizes staff more effectively
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PRINCIPAL
D. Habrzjak

Advantages
FOR REGULAR TEACHERS:

- **Provides support of individualizing instruction**
- **Increases teacher skill and comfort level dealing with children who have special needs**
- **Immediate response to classroom needs**
- **Teacher competencies within building are shared**
- **Interventions are generalized to other children in the class**

Emphasize:

- Support for the teacher.
- Increase teacher skills with children who are at risk for school failure.
- Immediate support.
- Frequently more than one teacher is on the collaborative team and so they benefit in training and experiences.

Advantages
FOR REGULAR TEACHERS:

- **Provides support for individualizing instruction**
- **Increases teacher skill and comfort level in dealing with children who have special needs**
- **Offers immediate response to classroom needs**
- **Facilitates the sharing of teacher competencies**
- **Facilitates the generalization of Interventions to other children in the class**

44
× 2
17
× 6
42
+ 7
51
× 7

Advantages
FOR SPECIAL EDUCATION:

- **Provides an efficient pre-referral screening for special education services, thereby reducing inappropriate referrals**
- **Assists in providing support to the inclusion of students with disabilities in regular classrooms**
- **Allows special education to focus its resources on the students with verifiable disabilities**

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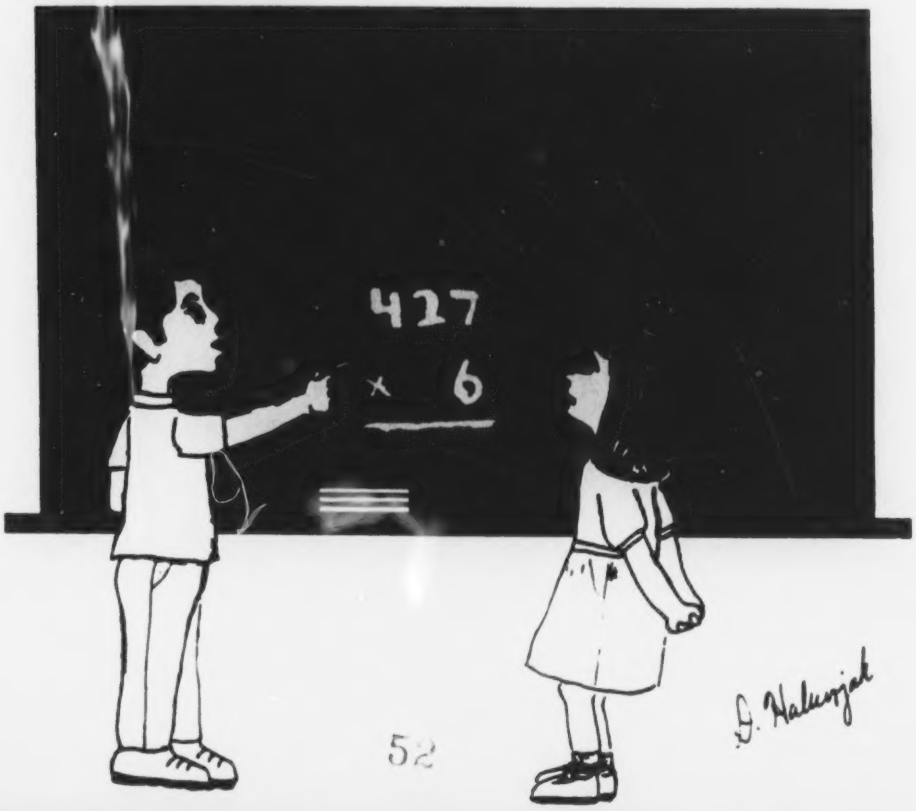
- **Allows special education to focus its resources on studentswith verifiable disabilities**

Advantages
FOR STUDENTS:

- Receive assistance quickly
- Evaluated within classroom
- Evaluated with classroom materials
- Strategies suggested by classroom teachers
- Receive support of several staff members
- Remain in classroom

Advantages
FOR STUDENTS:

- Offers assistance quickly
- Uses classroom materials, within the regular classroom, for evaluation
- Uses strategies, in class, suggested by classroom teachers
- Makes available support from several staff members
- Allows students to remain in regular classrooms



Advantages FOR PARENTS:

- Alternatives are provided for students who are at risk for school failure but who are not eligible for special education services
- Parents are included in planning
- Students receive immediate intervention
- Students are encouraged to take active responsibility for their own behavior

Advantages
FOR PARENTS:

- Provides immediate support to children
- Provides an alternative for students at risk for school failure who are not eligible for special education services
- Encourages parents' participation in planning
- Encourages students to take active responsibility for their own learning and behavior

COLLABORATION

Definition:

1. It is a problem-solving process between two (or more) professionals.
2. The consultant's purpose is to assist the consultee in maximizing the educational development of his/her students.
3. Consultation is a relationship which focuses on current work problems.
4. It is an equal partnership in problem-resolution.
5. It is freely entered by all parties.
6. It can be freely terminated.
7. Solutions can be freely accepted and/or rejected.

What it is not:

1. An expert-client relationship.
2. Supervision.
3. Counseling.
4. Evaluation.

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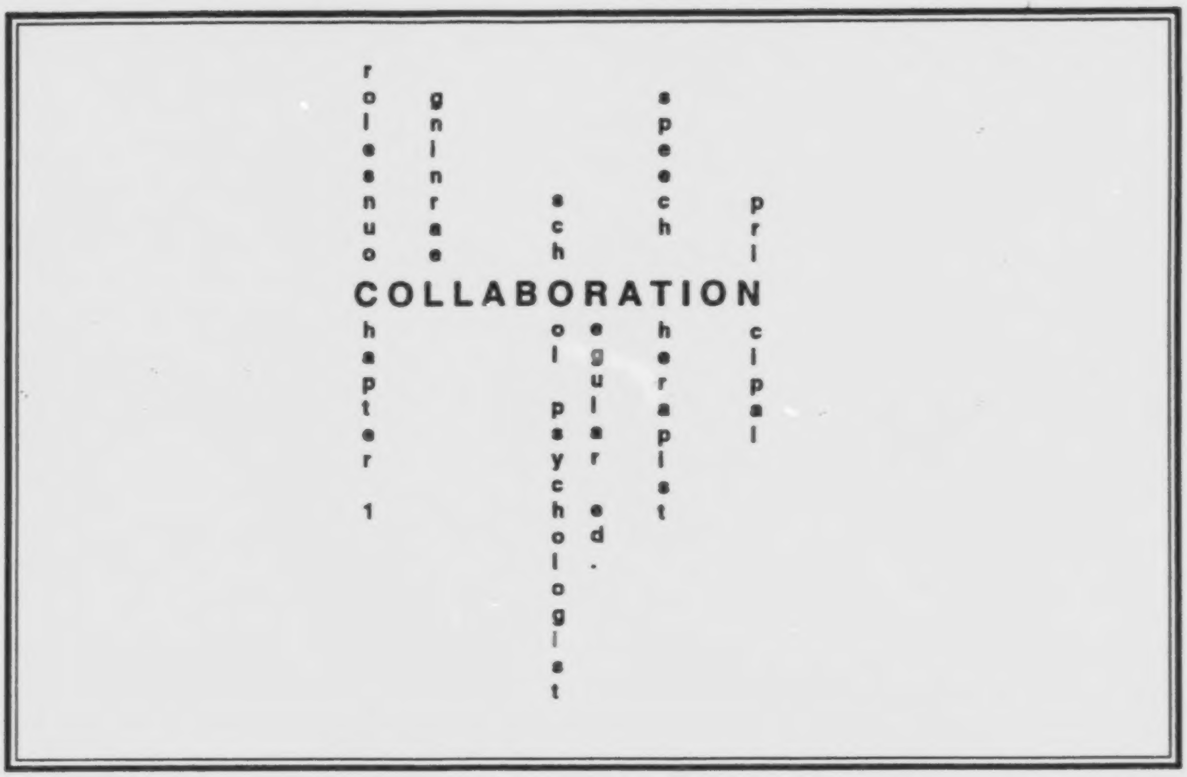
COLLABORATION
Counselor
Chapter 1
Learning
school psychologist
regular ed.
speech therapist
principal

Emphasize:

When each service provider develops an interconnecting process and when all work together for coordinating services for a student, collaboration will be truly effective and useful for all those involved.

(Use your finger and cover over the "n" in collaboration and explain without the Principal, there isn't collaboration. Cover over other letters of other positions the same way.)

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r
o   g             s
l   n             p
e   i             e
s   n             e
n   r       s     c     p
u   a       c     h     r
o   e       h           i
C O L L A B O R A T I O N
h           o e   h     c
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OVERVIEW OF COLLABORATION

Handouts

Group Definition of Collaboration

III

DISTRICT/BUILDING PLANNING FOR IST

Building a Collaborative Climate

Special note: This section will provide the trainer with important information on the collaborative process but is not always used in formal training. Therefore, no overheads, handouts, or activities have been developed for this section.

NOTE TO TRAINERS: **This information deals with readiness for the collaborative process. It may be relevant in presentations to administrators, school boards, and building principals.**

District Planning

Any major school improvement initiative must be planned with consideration for its effects on existing programs, roles, and routines at both the district and building levels. The IST Initiative has its major thrust at the elementary school level. However, as the delivery of support services is restructured and more effective instructional practices become routine for all students, there will be repercussions throughout the school system. Consideration of this influence is critical for those involved in the decision to initiate IST.

Decision to Adopt. Initial advocacy for IST generally comes from district office or other administrative personnel (e.g., superintendent, special education director, principal). A variety of options are available to them for learning about the initiative:

- video tapes and printed information available through the IST Project or the Instructional Support System of Pennsylvania (ISSP)
- school visitations to sites already implementing IST
- overview consultation/presentation by an IST Consultant
- seminars sponsored by the Department of Education, Intermediate Units, educational associations or other organizations.

A general but accurate understanding of the scope of IST is essential when planning for its implementation, and a commitment of support from administrators is critical.

It was found by Hall et al. (1985) that in school systems, the decision to adopt an innovation follows a down-up-down pattern. That is, an idea initiated at the district office is sent (down) to teachers, principals, and/or community members for reactions. Recommendations are then sent back (up) to central administrators for further development of the concept. After a final decision to adopt is made by the school board, the message to proceed with implementation is sent back (down) to teachers. It is interesting that while teachers are often aware of this process for soliciting input, they do not perceive that they have a great deal of influence on district policy. It appears, however, that with more formal structure for teacher participation (e.g., membership on a planning committee), teachers perceive that their contribution is more important (Hall et al., 1985). Such participation from stakeholders is valuable, as it establishes a norm of collaboration from the earliest stages of IST implementation.

Planning Committee. School districts that volunteer to implement IST often organize a planning committee to oversee the initial and continuing progress of the initiative, and to address issues of change. This committee supports the norm of collaboration by inviting representatives from a variety of interests (e.g., teachers, parents, union) to provide input regarding the potential effects of the initiative, and to formulate appropriate responses. This committee meets during the pre-implementation phase and continues to meet as needed to monitor and adjust the district's plans.

West (1990) offers specific tasks that the district-wide planning committee should accomplish:

1. Operationalize a definition of educational collaboration in the school.

2. Establish school norms that support collaboration, for example,

    - Build consensus on a concrete vision of needed changes
    - Redefine/clarify professional roles
    - Provide systematic training and ongoing support
    - Develop or redefine organizational structures for collaboration
    - Provide professional time for collaboration

3. Evaluate the effectiveness of educational collaboration at the levels of student, adult, and system change.

These issues provide the substance for discussion and decision making as the planning committee considers implementation, maintenance, and expansion of IST.

Building Planning

Planning at the building level is even more important than district-level planning because of the immediacy of change that implementation brings. It is at the building level where redefined professional roles and organizational structures are operationalized. Again, collaborative planning in a group including representation from classroom teachers and key support service systems is crucial. Such participation helps to enhance commitment, a sense of ownership, and acceptance of change (Berman and McLaughlin, 1978). Additionally, it strengthens the norm of collaboration.

Each school building is unique and will develop the IST to fit its culture best. But there are some general patterns for roles and structures inherent in the creation of IST and the system of support it oversees. The initial goal of the building planning committee is to envision the system in the school, and to begin to formulate appropriate roles, processes, and procedures for collaboration and teaming.

Once IST is in operation, this committee meets regularly (e.g., monthly) to modify the operation as needed, especially during the first year of implementation. Eventually, operational modifications might be discussed periodically at staff meetings. The sense of inclusion, shared decision-making, purpose, and trust that these interactions create for faculty reinforces the collaborative climate.

Roles

Principal. The building principal might be viewed as the most important player in the IST. As the school leader, she or he is the gatekeeper for change, and is the most logical person to guide the formulation of a vision. The principal helps to establish the norm of collaboration by providing time, resources, and encouragement for staff to meet and develop skills. She or he must believe strongly in the IST philosophy, and convey the expectation that every effort will be made to meet every student's needs in the regular classroom.

Support Teacher. The introduction of the new position of support teacher warrants study and thorough understanding by the building planning committee. While parameters of the support teacher's roles are clearly stated in the regulations, the operationalization of that role in the context of a particular school needs to be discussed. In addition, the introduction of the support teacher and her or his role to the faculty early in the year must be planned.

Other Professional Roles. It is clearly expected that many classroom teachers and pupil support personnel will have active involvement in the IST. With the explicit expectation that efforts to meet students' needs in the regular classroom will be extensive, new interaction patterns will develop between classroom teachers and other educational professionals. The degree of teacher participation in the problem-solving process will be much greater than what has been typical. The involvement of other professionals in the classroom is also likely to be much greater. Therefore, IST may require substantial changes in service delivery for support staff and classroom teachers alike.

The following are examples of changes in professional roles which occurred at schools implementing IST:

- Chapter 1 reading and math services were restructured to occur in the classroom. Chapter teachers have taught identified students individually using the regular curriculum, or in a small group including other students with similar needs.
- Guidance counselors' and school psychologists' services were shifted from primarily testing students who experienced difficulties to providing services more directly related to identified classroom or home difficulties.

- Learning support teachers have gone into the classroom to work with eligible special education students in support of inclusion.

Regardless of role, individual team members have been called upon to conduct behavioral observations in the classroom, collaborate with teachers regarding effective behavior management, develop coordinated plans with outside agencies, conduct family counseling sessions, and develop proactive programs for students who are in crisis or who are at-risk because of poorly developed life skills. These tasks represent expanded activities for many school support professionals.

Identification of School Resources

Schools that implement IST become increasingly more effective in meeting students' needs because they include all building resources in the problem-solving process. Some schools begin the year by identifying available expertise among staff and making this information known to everyone. In addition to recognizing the possible contributions for support to students, this identification of skills facilitates informal support-seeking among teachers. For example, one teacher who is experienced in the use of cooperative learning might be approached by a colleague interested in implementing more cooperative patterns. Or a teacher of English as a second language may be asked to share information about second language learning.

There are a variety of resources in schools to help with the implementation of action plans. Parents, student teachers, peer tutors, high school "cadets", volunteers, custodial and cafeteria personnel are all available. Examples of utilization of these resources follow:

1. *Parent.* A parent has agreed to listen and time her child four nights a week as the child reads a passage assigned by the teacher and then builds word accuracy by using the drill sandwich technique with the child.

2. *Student teacher.* The student teacher and teacher aide are instructed and provided guided practice in an instructional strategy by the support teacher. The student teacher and aide share responsibility in providing intense application of the strategy for the student.

3. *Peer teaching.* A good reader pairs up three times a week with a student whose reading fluency is poor. The students engage in the Echo Reading technique for two pages and then take turns reading alternate paragraphs.

4. *Cadet teacher.* A high school senior each Wednesday and Friday helps a fifth grade child complete a structured study guide. The guide is designed to help the child extract key information from the text and read for information. The cadet teacher listens to the child read, corrects errors made, reminds the student to check location cues and checks child's understanding of completed statements.

5. *Volunteer programs.* The reading material of a fourth grade science textbook is at a frustrational level for a student. A volunteer comes to the school each Friday morning to record reading assignments for the next week. This practice allows the student to read along in the text while listening to the tape, permitting the text to be a useful classroom tool.

6. *Custodial personnel.* As part of a behavior contract that requires the student to sit alone and clean up his table after lunch, the custodian on duty signs the student's travel card.

7. *Cafeteria workers.* To help a second grade student improve her self esteem, the IST's action plan has enlisted the help of cafeteria workers. A picture of the child is on display in the kitchen area and on the cash registers in the cafeteria area to help staff recognize her. At lunch time, cafeteria workers are to give the student complementary remarks about such things as her behavior, the way she is dressed, a smile on her face, etc.

8. *Outside agencies.* A mother requests assistance from the IST for her sixth grade daughter whose typical exemplary school performance has suddenly deterioratd. The mother suspects the negative influence of a group of students with whom her child has begun to socilaize at the middle school and possible experimentation with drugs. During the IST meeting the mother suggests and the team agrees that she and her daughter receive counseling from the local mental health agency as part of the action plan to help her daughter again succeed in school.

Results of formal IST meetings also have significance as far as the utilization of school resources is concerned. The PA Special Education Standards (§ 342.24[g]) require each school to develop an ordered priority of services available in the building. Team members need to feel that the support plan created at the IST meeting matches the scope and availability of these services. In other words, the plan must be **do-able** with appropriate and available material and personnel.

The team might develop a different way to utilize a particular resource, which cannot be implemented until the new role is negotiated collaboratively. For example, the team cannot decide that the Chapter 1 reading teacher will provide instruction in the classroom three times a week unless the Chapter 1 teacher agrees that this is part of his or her role.

Expansion of Collaboration

The norm of collaboration that is fostered by IST functioning is likely to have effects beyond the formal team meetings. The collegiality and professional development that result from such interactions are clearly beneficial to students and teachers alike.

Ramifications for IST. A school norm of collaboration generates a dynamic web of interactions which can solve problems early. It also adds a richness to the information available if more intense interventions are needed. Once a concern has been formally expressed to the IST, time constraints make the efficient collection of data necessary. In order to accomplish this task, the support teacher makes judgements as to the relevant information that is needed, and initiates contacts with the classroom teacher, parents, specialists, etc. As a result of these interactions, additional dyadic collaboration may evolve between persons involved with the identified student as attempts are made to gather data and to clarify and define the problem further.

Once the intervention plan is developed, new collaborative patterns occur as implementation begins. Communication centers around monitoring the adequacy and effectiveness of the interventions. Dyadic or triadic collaboration occurs as classroom teacher, support teacher, and other support personnel determine the degree and intensity of intervention required for the student to be successful. These contacts allow for selected strategies to be "fine-tuned" to meet both the unique needs of the student and the particular instructional preferences of the teacher.

Ramifications for the Whole School. Professional isolation is a tremendous impediment to growth and development because teachers are forced to learn by trail and error (Maeroff, 1988; Rosenholtz, 1985). Isolation may also contribute to teacher resistance to change because not only is one's sense of competence threatened, but the threat (i.e., the innovation) needs to be faced alone (Smith & Scott, 1990). Defensiveness, lack of interpersonal skills, and cellular organization of schools are frequently cited as causes for teacher isolation (e.g., Fullan, 1982; Smith & Scott, 1990). However, the greatest cause for isolation may be the lack of time available for collegial interaction.

(OPTIONAL OVERHEAD) As educators become comfortable with the process and value of collaboration, problem-solving vehicles outside of the IST will be accessed. For example, grade-group meetings provide the opportunity for teachers to solve problems unique to their levels, and peer coaching provides opportunities for teachers to observe and learn from one another. Techniques such as team teaching and cooperative learning are more effectively implemented when opportunities for collegial support and planning are planned. It seems that once professionals become involved in consulting and collaborating with each other, the possibilities are endless.

In a collaborative school, a climate and structure prevail that encourage teachers to work together with the principal and other administrators toward school improvement and professional growth. Schmuck and Schmuck (cited in Smith & Scott, 1990) described a collaborative school climate as one which "sets the stage, facilitates and makes possible student cooperation in the classroom," (p.18).

Ashton and Webb (1986) described a middle school that was organized on the basis of teachers having students in common. Teams of four and five teachers specialized in different subject areas. The teachers worked together to coordinate their curriculum planning, to design lessons around common themes, to diagnose the learning problems of specific students, and to make team decisions on how best to solve those problems. Steering committees made up of administrators, team leaders, and representatives from special areas such as physical education generally made the policy decisions.

In a study citing the collaborative practices and attitudes of 78 schools in Tennessee, Rosenholtz (1989) found that collaborative settings fostered faculty talk about the instructional program, curriculum, and student progress. Information shared about a particular student was usually done to gain another perspective on how to help the student learn more effectively. Teachers from the more collaborative schools were more likely to seek help from parents, principal and other teachers when encountering difficult student problems.

Rosenholtz (1989) reported that teachers in collaborative schools perceived learning professional growth as an on going process. This was especially true when such collaborative elements as (1) clearly defined goals for teaching improvement, (2) evaluations focused on teacher improvement, (3) shared values about education between administrators and teachers, and (4) administrator/teacher as well as teacher/teacher collaboration were in place.

A wide variety of collaborative school groups or functions that contribute to or develop as a result of a collaborative school climate have been addressed in the literature (e.g., Johnson & Johnson, 1989; Smith & Scott, 1990). Structures such as teacher clinics, peer evaluation programs, quality circles, lead teachers, and school improvement teams promote collegial support for educational professionals. Such collaborative structures contribute to professional growth and subsequent school improvement.

DISTRICT/BUILDING PLANNING FOR IST

Building a Collaborative Climate

Optional Overhead

TYPES OF PROBLEM-SOLVING VEHICLES*

- DYADS
- GRADE LEVEL TEAM
- DEPARTMENT TEAM
- TEACHING TEAM
- SCHOOL-WIDE TEAM

* West (1990)

IV

COLLABORATIVE PROBLEM SOLVING

NOTE TO TRAINERS: Participants' handouts parallel information on the overheads.

Introduction (OVERHEAD)

The problem-solving procedure that is used in IST is a four-step process. The information that is gathered in each stage provides the foundation for the steps that follow. For example, appropriate collection of data during Entry (Step 1), is necessary if appropriate problem-identification during Hypothesis Forming (Step 3) is to occur. While the steps may overlap, the "work" of each must be done completely.

ENTRY: Initial Contact with Teacher, Parent Notification, Data Collection (OVERHEAD)

The purpose of the entry stage is to establish contact between the support teacher and the classroom teacher in order to begin the collaborative process. This meeting provides an opportunity for the support teacher to clarify the purpose of the IST and the problem solving process, to explain the roles of team members, to review the IST time frame, and to answer any questions about the procedure.

The support teacher must assure the classroom teacher that there is shared responsibility for the identified problem, and that the teacher is now part of a team. All information discussed individually and in the team meetings is confidential. Once the teacher's commitment to participate is gained, the support teacher needs to schedule times for initial assessment and classroom observations, and to set a date for an initial IST meeting. Collection and review of data such as permanent products and checklists are initiated.

HYPOTHESIS FORMING: Problem Identification (OVERHEAD)

The purpose of the hypothesis forming stage is to identify and prioritize problems based on data collection. Problem identification and goal setting can be accomplished in a team meeting with all IST members. However, many teams have found that this step is best managed in a small group consisting of the classroom teacher, the support teacher, and other data collectors as needed (e.g., specialist). It is important that all available data are gathered and analyzed in the precise identification of the problem.

The first step in the problem identification process is to determine if the problem is an instructional and/or a behavioral/life skills concern. In doing so, it is important to use behavioral

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descriptors rather than labels. For example, terms such as "lazy" or "sloppy" should be avoided. The focus needs to be on the behaviors that make the student look "lazy" (e.g., does not complete work on time) or "sloppy" (e.g., inaccurate assignments). The question to be answered is, "What should the child do that is not being done presently?" This process makes it easier to focus on the problem to be resolved rather than on student characteristics that cannot be altered.

The support teacher should attempt to gather measurable information such as: the frequency of the behavior (the number of occurrences of the behavior), the percent of correct responses in relationship to the total responses, the duration of the behavior (total amount of time engaged in the behavior), the time between a command and the child's response to the command, and the intensity of the behavior (degree or magnitude of the behavior). It is also important to have the classroom teacher describe events that occur before and after the behavior is exhibited that may affect the problem. For example, the problem may tend to occur after art class or immediately before lunch. Finally, the teacher needs to consider what he or she does when the student exhibits or does not exhibit the targeted behavior, as well as the monitoring system used. This information will facilitate a clear identification of the problem. In addition, it will provide a basis for determining a realistic amount of progress during the implementation period. Once this data have been collected, the classroom teacher selects one problem on which to work and describes it in precise, observable, and measurable terms. For example:

Vague	Better	Precise
Lacks interpersonal skills	Does not talk to peers	Initiates 0 contacts with peers during 5 recess periods
Does not complete independent work	Does not complete assigned reading	Completes 15% of reading assigned as independent work

At this time, decisions should be made regarding the need for additional data collection in areas such as speech, language, vision, and hearing since this information should be available before interventions are selected. All information gathered should be shared with team members prior to the team meeting so that participation is facilitated and contributions are appropriate and extensive.

VERIFYING: Goal Setting, Intervention Design and Implementation, Monitoring

The purpose of the verifying stage is to determine, in a systematic fashion, what interventions will enable the student to be successful.

Goal setting (OVERHEAD). After the problem has been precisely identified, a goal can be established. The goal should be readily observed and measured so that progress seen during the intervention period can be properly judged. Examples would be "based on observed needs, the child will initiate one contact with a peer during three recess periods" or "based on CBA data, the child will complete 80% of assigned reading each day."

Intervention Recommendations (OVERHEAD). Brainstorming is used to develop a list of possible interventions based on the data which have been collected. For example, if initial assessment has indicated a need for more repetition of unknown words and fluency drill, then interventions generated should address those needs. During this process, there should be no criticism of ideas. Ideas should be expressed in key phrases without evaluation or explanation, and may be combined to create additional strategies. The goal of the session is to acquire as many strategies as possible for consideration by the classroom teacher--more is better.

There are a number of ways to implement a brainstorming session. For example, round robin might be used whereby each individual makes a suggestion moving clockwise around the group. If someone has nothing to contribute, he or she may pass. Alternately, the session may be open to random contribution of strategies by team members. Finally, team members might take a few minutes to write down their ideas and then respond either randomly or in round robin fashion. During brainstorming, a member of the team other than the classroom teacher should record the suggestions so that they are visible to the entire team. This can be done on a blackboard, chart paper, or an overhead projector.

Once the brainstorming is completed, the classroom teacher may require clarification of some of the suggestions. For example, intervention techniques such as "drill sandwich" or "impress" should be explained so the teacher clearly understands the ideas being considered. Next, ideas which do not directly address the identified goal are discarded. Then, strategies need to be prioritized and evaluated by the team. One method (OVERHEAD) is for each team member to give a positive and negative outcome of the top five strategies. Another method (OVERHEAD) is to evaluate possible strategies on set criteria (e.g., cost/effectiveness, ease of implementation). Then choice for implementation is numerically determined.

Next, the team reaches consensus on the strategies to be implemented with a clear understanding that the classroom teacher is in favor of the selection. The choice should be limited so that the team can ascertain which strategy is effecting a change in the student's behavior. Also, if too many strategies are selected, it may be difficult to implement and monitor them during the intervention period. Finally, an action plan is developed. Included in the plan should be:

1. the interventions to be implemented
2. the materials needed for the intervention to occur
3. the implementation process
4. the people involved in the implementation and their responsibilities
5. the time line for beginning the intervention and its continuation throughout the intervention period
6. the monitoring schedule to be implemented by the support teacher to assist and verify implementation
7. the data collection method to be implemented by the classroom teacher
8. the date of the progress review meeting

Intervention Implementation (OVERHEADS). The support teacher helps the classroom teacher to establish the intervention in the classroom routine and provides support and monitoring of the implementation of the interventions on a regular basis (minimum of once a week). As part of the monitoring process, the support teacher should consider the degree to which the strategy is being implemented as planned. If it appears that the interventions are not being implemented, the support teacher should assist where needed so that an accurate assessment of the interventions can be made. If modifications are needed, the support teacher should again help by making the needed adjustments and/or requesting assistance from other members of the team. For example, if the classroom teacher has had difficulty with using clear classroom messages, the teacher might observe another teacher who uses this skill.

Monitoring. Throughout the intervention period, the classroom teacher and support teacher must monitor the effectiveness of the interventions through data collection, done at least weekly. The success of the interventions can be measured by gathering simple data such as frequency of appropriate and inappropriate behaviors, duration of time on task, or percent of correct responses. Some qualitative methods could also be employed. These might include anecdotal specific descriptions of behavior based on observations of the child. Standardized measures are not typically used since they require additional time to administer, score, and interpret. More importantly, they do not provide information which is useful for the instruction of the student. Whenever possible, it is suggested that the student be involved in the measurement process which will help him or her both to understand the behavior and to accept responsibility for modifying it. In all cases, the outcomes measured should reflect a change in behavior focusing on the established goal. These data will be shared at the progress review meeting at the end of the intervention period, and will assist the team in verifying the success of the interventions.

OUTCOME: Evaluation, Redesign, Recommended Services (OVERHEAD)

The purpose of the outcome phase is to determine the student's degree of need. This step occurs at the end of the intervention period. Based on the data collected during the implementation period, including rates of acquisition and retention, a team decision is made regarding the student's degree of need. The team analyzes the data according to the following questions:

- What is the student's instructional or success level as compared to the rest of the class?
- How readily did the student make progress on the targeted goal (rate of acquisition)?
- Did the student show retention of the skills learned (rate of retention)?
- What procedures and services were required for the student to make this progress?
- What is the ability of the regular classroom program, supported by the continuum of services, to maintain the student at the desired success level?

For example, the data might show that the student who previously completed 15% of his/ her independent reading work is now completing 75% of the assigned work. This level of success was achieved by implementing a peer tutoring situation for 30 minutes a day. Can this level of support be maintained? If so, continuation of the intervention is planned. In some cases, the maintenance of support may necessitate a change in personnel. For instance, if the support teacher was supervising structured peer tutoring during the implementation period, the classroom teacher would need to be responsible for such supervision.

Alternately, the data might indicate that the student who previously completed 15% ofhis/her independent reading work is now completing 50-60% of assignments. This level was achieved following the systematic provision of progressively more intense interventions including peer tutoring, adapted materials, and the services of a reading aide. The team may determine that this level of performance is insufficient, and refer the youngster for multidisciplinary evaluation (MDE). During the referral process, however, the systematic search for effective strategies continues.

TIMELINE

The PA Special Education Regulations (§ 14.24[g]) insure that services will be provided to requesting teachers and students in a timely fashion. Fifty school days are allotted for the problem-solving process during which systematic and consistent contacts are maintained among all relevant parties. Refer to "IST Guidelines" for more specific information regarding the timeline.

COLLABORATIVE PROBLEM SOLVING

Activities

ACTIVITY

Role Play 1

Instructions to the Trainer

Cut apart the five role plays on the following pages: (1) Initial Contact, (2) Problem Identification, (3) Goal Setting, (4) Intervention Recommendation, (6) Evaluation /Redesign. Have participants work in triads to role-play one stage of the process. The members of the team are the requesting teacher, the support teacher, and the principal. Instruct participants to complete the appropriate section of the worksheet, "Problem-Solving Steps." Practice good communication throughout.

ACTIVITY 1
Role Play

1. Initial Contact

Mr(s). Salten is a very experienced fourth grade teacher with a student failing English. The support teacher is introducing self, the IST process, and collaborative problem solving process. Include all of Step 1 including setting a time for CBA, interviews, and observation.

2. Problem Identification

Mr(s). Rodrin met with the team to discuss Ryan's problems in third grade social studies. The classroom teacher should feel free to *ad lib*, filling in any needed information for the team. Include all of Step 2 including the need for further data collection.

3. Goal Setting

Mr(s). Connor, a fifth grade teacher, and the support teacher have clarified Suzy's problem to be two-fold. Her math skills are at the beginning third grade level and her social interactions are poor. They have decided to concentrate on the current math topic (fractions) and to think of strategies that will promote social interactions for Suzy. Come up with some strategies and a measurable objective that can be tried with Suzy within the regular classroom setting. Include all of steps 3 and 4.

4. Intervention Recommendation

Discuss the following information and develop an intervention plan within the regular classroom.

Sam	**lst grade student**	**It is now January.**

Knowns

Alphabet Letters

(He knows all the crossed-off letters)

~~A B C D E F G H~~ I

J ~~K~~ L M N O ~~P Q R~~

~~S T U V~~ W ~~X Y~~ Z

Knowns

Consonant Sounds

B F G H K L M P

R S T

Knowns

Vowels

Short	Long
a	a e
	i o

Known Words

Sam
sat
lake
duck
the
and

frog
splash
picnic
to
at

Reading Level ⟶ **Beginning Preprimer I**

Strategies?	Times per week?	Who oversees?	How will it be measured?	What is success?

6. Evaluation/Redesign

The IST goal was for Larry to be able to write the main idea of each social studies sub-section in the unit of "The Industrial Revolution" naming at least 18 out of a possible 25.

Strategies	How often	Who oversees	Measurement	What is success	Result
Skeletal Outline Begin with a word bank and closure	One every two days for three weeks	Support teacher	A written outline of each section of "The Industrial Revolution"	75% accuracy of each outline	52% 56% 68% 70% 78% 72%
Highlight the main idea with peer-partner in text with a light pencil	Everyday for three weeks	Classroom teacher and peer partner	One sentence underlined as the main idea in Larry's text for each sub section measured once a week	75% accuracy on identifying the main idea	70% 80% 80%
Larry will read the main idea of each sub section into a cassette tape. Peers will check agree or disagree on a laminated check list.	Wednesdays for three weeks	Classroom teacher and peer partner and Larry	Larry will keep a graph of # of students who agree and disagree and report to the class results every Thursday	More than 16 students (out of 30) agree with Larry	5 students 17 students 25 students

Have a meeting to discuss the effects these strategies had on Larry and what should be done next.

PROBLEM-SOLVING STEPS

Role Play Worksheet

1. **Initial Contact**
   Briefly describe what your team did.

2. **Problem Identification**
   Describe the problem in observable, measurable terms.

3. **Goal Setting**
   What is your measurable goal?

   What baseline data will you need?

   What strategies will you use?

4. **Intervention Recommendation** (Complete chart on role play slip.)

5. **Intervention Implementation** (Not used during role play.)

6. **Evaluation/Redesign**
   What will you do next for Larry?

ACTIVITY

Role Play 2

Case of Matthew

Instructions to the Trainer

Copy one set of information on the following pages for each team. Teams of four can practice problem-solving steps one through four on this case study. Complete Step One based on the "IST Request for Assistance" and Steps Two through Four using the information provided. Each team should complete problem identification, goal(s) setting, and intervention recommendation including an action plan. The following roles are necessary: (If additional roles are desired, add a counselor, school psychologist, nurse, etc.).

- Matthew's teacher - Make up any missing information.
- Principal - Show your support as an instructional leader, but do not dominate the meeting.
- Support teacher - You are a facilitator, trying to assist the group in collaboration while supporting the classroom teacher.
- Regular classroom teacher - You are selected as a member of this team for this student. You have had much success with students who are at-risk and have a lot to offer.

ACTIVITY 2

IST REQUEST FOR ASSISTANCE

Student Name: Matthew **Person Making Request:** Classroom Teacher
Age: 10 **Grade:** 5 **Date:** 2/23/93

1. What do you want the student to do?

Matthew is very disruptive in class. He calls out, doesn't come to class prepared, doesn't complete assignments and just doesn't care about anything. His inappropriate behavior uses up a lot of class time, since he needs so much attention.

2. What have you done to help?

Put him in the front of the room
Detention
One-on-one conferences with Matthew
Called home three times (no answer)
Sent note home once (no response)
Wrote assignments on board
Gave him a special assignment notebook
Verbally praised any type of beginning to attempt assignments
Yelled at him
Ignored him

3. What are the student's strengths?

Good attendance
Can be polite at times
Likes to talk one-on-one with adults
Writing is usually legible

4. Background information

IQ 98	English	Reading	Math	Social Studies	Science	Art	Music	PE
Fourth Grade End of Year Average Grades	C	C	B	B	A	A	B	A
Third Grade End of Year Average Grades	C	B	B	B	A	A	B	A
Second Grade End of Year Average Grades	A	A	B	A	A	A	B	A

SUMMARY OF INTERVIEWS

Teacher Requesting Assistance:

Matthew's behavior is disruptive in all subject areas. The teacher is most annoyed during English class (just before lunch). He is failing English. He has C's and D's in his other subjects. Matthew does not appear to have severe behavior problems during lunch or recess.

Parent (mother):

Matthew always seems to be in a bad mood these days. He contradicts his mother and really fusses at bedtime. He hates school. He doesn't like his teacher. His father has not lived at home the past three years. He calls Matthew occasionally. The mother sometimes has to work in the evenings.

Student:

He says that he hates school and that his teacher hates him. School work is easy — he just doesn't want to do it. Everything is fine at home. He fights with his brothers a lot because they are too bossy. His best subject at school is lunch. ("The cafeteria makes good food.") He doesn't think his behavior in English class should be changed.

Others (name):

- **PE teacher:** Matt appears aggressive, pushing, shoving, and laughing about it, but listens pretty well.
- **Art teacher:** Matthew loves to dive right into projects without waiting for all the directions, although he does well on projects.
- **Fourth grade teacher:** Matt struggled in reading class last year. He went to Chapter 1, but he didn't seem to improve in the class. He was "tested" for special education, but he didn't "qualify." His behavior was O.K.

OBSERVATION

English class 1:40 - 2:10

Large group instruction on adjectives for 15 minutes. Individual seatwork for 15 minutes.

Teacher interactions with Matthew	1 Instructional 5 Behavioral
Student interactions	4 Instructional 6 Behavioral
Waiting for help	20% of the time
Off task	60% of the time
On task	20% of the time

INSTRUCTIONAL ASSESSMENT

Independent	**Frustrational**
2nd grade social studies text Japan unit	5th grade social studies text Japan unit
3rd grade reading text "Jungle Jim" unit	5th grade reading text "So Do We" unit
2nd grade English text adverb unit	5th grade English text adverb unit
3rd grade science text mineral unit	5th grade science text mineral unit

IST REQUEST FOR ASSISTANCE WORKSHEET

Student Name: Matthew **Person Making Request:** Classroom Teacher

Age: 10 **Grade:** 5 **Date:** 2/28/93

Problem Identification:____

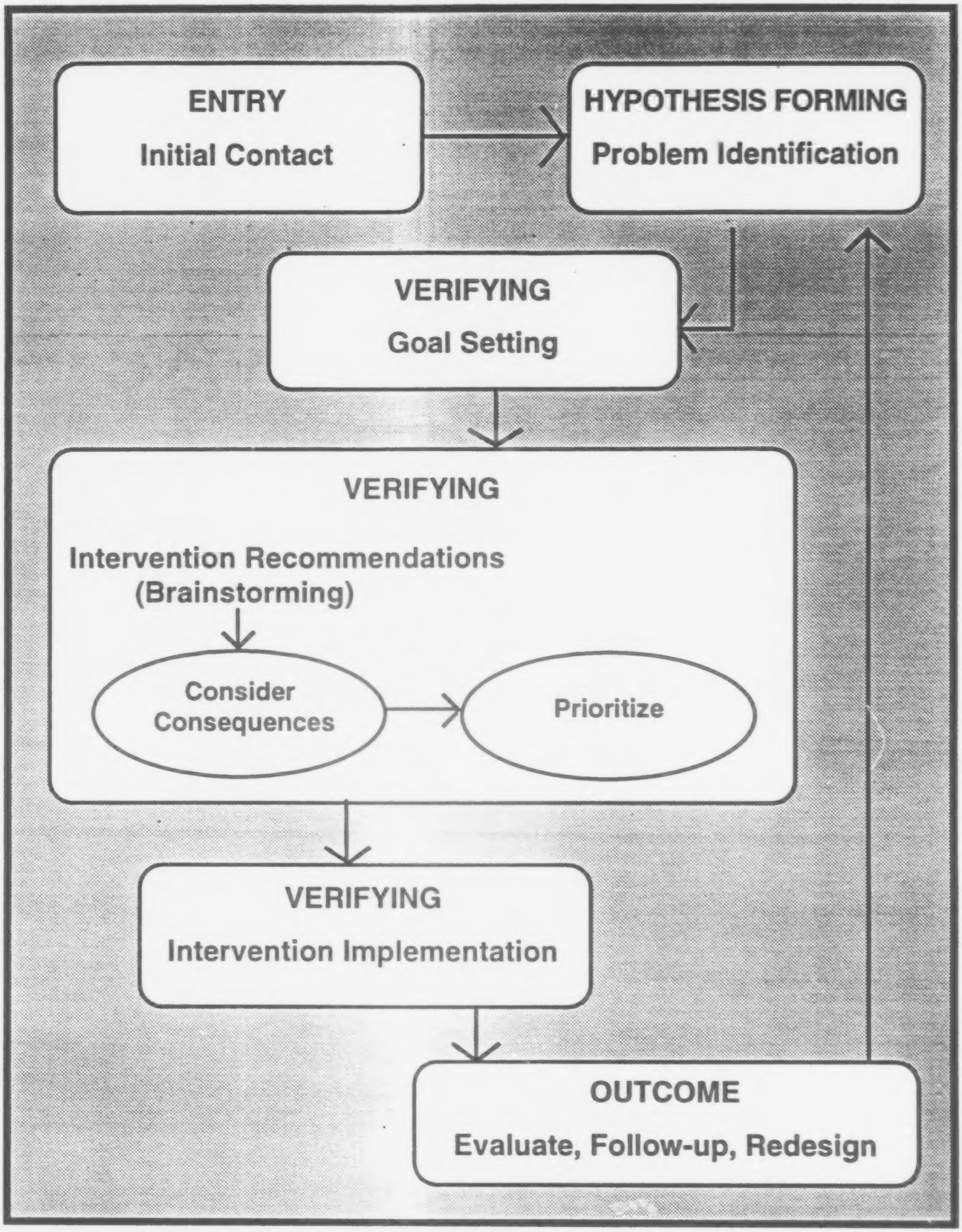
Goal:____

Plan of Action:

COLLABORATIVE PROBLEM SOLVING

Overheads

COLLABORATIVE PROBLEM SOLVING



ENTRY

Initial Contact

HYPOTHESIS FORMING

Problem Identification

VERIFYING

Goal Setting

VERIFYING

Intervention Recommendations
(Brainstorming)

Consider Consequences

Prioritize

VERIFYING

Intervention Implementation

OUTCOME

Evaluate, Follow-up, Redesign

STEP 1
ENTRY: Initial Contact

MAJOR PURPOSE:

Review Collaborative Process

1. INTRODUCE PARTICIPANTS.
2. REVIEW PURPOSE OF IST.
3. CLARIFY PROBLEM-SOLVING PROCESS.
4. CLARIFY SHARED RESPONSIBILITY.
5. DISCUSS TIME INVOLVED.
6. EXPLAIN DATA COLLECTION.
7. ASSURE CONFIDENTIALITY.
8. AGREE TO BE COLLABORATIVE.
9. SET TIMES FOR INSTRUCTIONAL ASSESSMENT AND NEXT MEETING DATE.

Emphasize:

This contact should be within ten school days of the request for assistance. The purpose of IST is to be a collaborative process that will provide support to teachers and suggest in-class strategies. The classroom teacher should help to encourage parent participation. This teacher should also be reminded of the IST problem-solving process and timelines.

STEP 1
ENTRY: Initial Contact

MAJOR PURPOSE:

Review Collaborative Process

1. INTRODUCE PARTICIPANTS.
2. REVIEW PURPOSE OF IST.
3. CLARIFY PROBLEM-SOLVING PROCESS.
4. CLARIFY SHARED RESPONSIBILITY.
5. DISCUSS TIME INVOLVED.
6. EXPLAIN DATA COLLECTION.
7. ASSURE CONFIDENTIALITY.
8. AGREE TO BE COLLABORATIVE.
9. SET TIMES FOR INSTRUCTIONAL ASSESSMENT AND NEXT MEETING DATE.

STEP 2
HYPOTHESIS FORMING

Problem Identification

1. DETERMINE IF CONCERN IS INSTRUCTIONAL AND/OR BEHAVIORAL.
2. DESCRIBE BEHAVIOR IN OBSERVABLE MEASURABLE TERMS.
3. DESCRIBE BEFORE AND AFTER EVENTS.
4. REVIEW DATA.
5. PRIORITIZE PROBLEMS.
6. DETERMINE ADDITIONAL DATA COLLECTION NEEDED.

Emphasize:

This step can be blended with Step 1 and can be done with all team members or in a dyad consisting of the classroom teacher and the support teacher. Avoid overused general terms like hyperactive, lazy, or sloppy work. Describe the problem in clear and if possible measurable terms. For example:

- John is out of his seat 27 times during forty-minute reading lesson
- Sally has not completed 15 out of 18 homework assignments
- Randolph has gone from two playground fights in four months to four play ground fights a week.

STEP 2
HYPOTHESIS FORMING

Problem Solving

1. DETERMINE IF CONCERN IS INSTRUCTIONAL AND/OR BEHAVIORAL.
2. DESCRIBE BEHAVIOR IN OBSERVABLE MEASURABLE TERMS.
3. DESCRIBE BEFORE AND AFTER EVENTS.
4. REVIEW DATA.
5. PRIORITIZE PROBLEMS.
6. DETERMINE ADDITIONAL DATA COLLECTION NEEDED.

KEY TO SUCCESS

**COMPLETE
PROBLEM IDENTIFICATION
IS THE BEST
PREDICTOR OF PLAN
IMPLEMENTATION
AND
PROBLEM RESOLUTION**

Emphasize:

It is important to try to look at the child academically/behaviorally as well as in the area of life skills. Strategies can more easily develop if they address "vocabulary and word meaning in Chapter 6" rather than a more general category like "reading skills."

KEY TO SUCCESS

COMPLETE
PROBLEM IDENTIFICATION IS
THE BEST PREDICTOR OF
PLAN IMPLEMENTATION AND
PROBLEM RESOLUTION.

STEP 3
VERIFYING

Goal Setting

1. REVIEW INSTRUCTIONAL ASSESSMENT.
2. DETERMINE WHAT THE STUDENT NEEDS TO DO.
3. DESCRIBE THE GOAL IN OBSERVABLE AND MEASURABLE TERMS.
4. ARRANGE FOR BASELINE MEASUREMENTS.

Emphasize:

This step can be blended with the previous steps, and can be done with all team members or in a dyad of the classroom teacher and the support teacher. Goal setting will set the direction the team will take. Review of baseline data and all other instructional assessments and observations will result in clear observable and measurable goals.

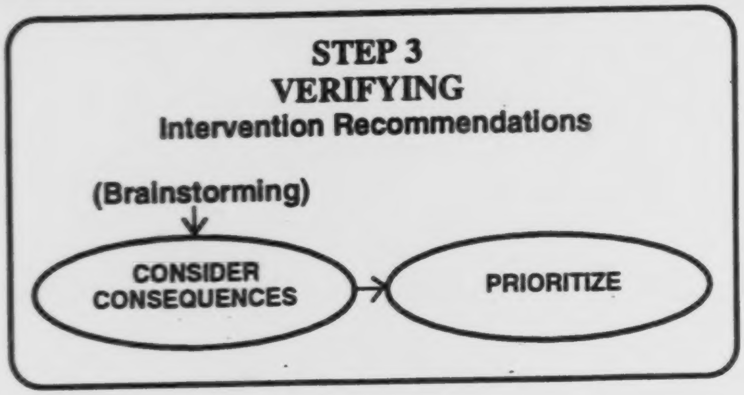
For example:

- John will sit in his seat with both feet on the floor and hands on top of his desk working on assignments for 10 consecutive minutes during reading class.
- Sally will complete all reading homework assignments with 75% accuracy or above.
- Randolph will complete one week of consecutive days of positive social interactions on the playground.

STEP 3
VERIFYING

Goal Setting

1. REVIEW INSTRUCTIONAL ASSESSMENT.
2. DETERMINE WHAT THE STUDENT NEEDS TO DO.
3. DESCRIBE THE GOAL IN OBSERVABLE AND MEASURABLE TERMS.
4. ARRANGE FOR BASELINE MEASUREMENTS.



STEP 3
VERIFYING
Intervention Recommendations

(Brainstorming)

CONSIDER CONSEQUENCES

PRIORITIZE

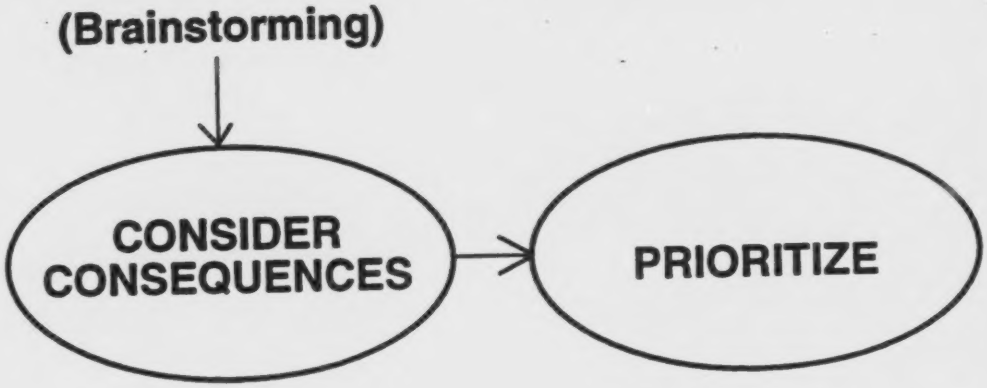
1. BRAINSTORM.
2. PRIORITIZE.
3. DISCUSS HOW TO IMPLEMENT.
4. SET ACTION PLAN.
5. DATA COLLECTION NEEDED FOR MONITORING.
6. AGREE ON RESPONSIBILITIES
7. TIME LINES.

Emphasize:

This step is best accomplished with a number of team members present. First, briefly review the instructional assessments, interviews, and observations. Next, review the results of the problem identification, goal setting, and baseline measurements. Now the team is ready to brainstorm for 10-15 minutes. After brainstorming and the explanation of ideas, the team should prioritize the list discussing the possible consequences of the strategies listed. The team can then decide who will implement the strategies and how success will be measured.

STEP 3
VERIFYING

Intervention Recommendations



(Brainstorming)

CONSIDER CONSEQUENCES

PRIORITIZE

1. BRAINSTORM.
2. PRIORITIZE.
3. DISCUSS HOW TO IMPLEMENT.
4. SET ACTION PLAN.
5. DATA COLLECTION NEEDED FOR MONITORING.
6. AGREE ON RESPONSIBILITIES.
7. TIME LINES.

BRAINSTORMING

NO CRITICISM

MORE IS BETTER

IDEAS IN KEY PHRASES

COMBINE IDEAS

EVALUATE, PRIORITIZE,
EXPLAIN IDEAS
AFTER TIME LIMIT.

Emphasize:

Brainstorming ideas should reflect the philosophy of interventions within the regular classroom and not in pull out situations.

BRAINSTORMING

NO CRITICISM

MORE IS BETTER

IDEAS IN KEY PHRASES

COMBINE IDEAS

EVALUATE, PRIORITIZE,
EXPLAIN IDEAS
AFTER TIME LIMIT.

SAMPLE
PROBLEM SOLVING WORKSHEET

Teacher____________________ **Student**____________________ **Date**________

Goal:

Priority	**Brainstorm**		**Possible Consequences**
______		+ + - -	__________ __________ __________ __________
______		+ + - -	__________ __________ __________ __________
______		+ + - -	__________ __________ __________ __________
______		+ + - -	__________ __________ __________ __________

Who	**Does What**	**When**	**Monitoring Technique**	**Result**

CRITERIA

Which Idea Will Be the...

IDEAS	Longest Lasting?	Least Costly?	Most Effective?	Easiest to Implement?	TOTAL
1					
2					
3					
4					
5					

Rating Scale: 1 - 5

5 = most favorable idea

1 = least favorable idea

The idea with the highest total is the most favorable.

STEP 3
VERIFYING

Intervention Implementation

1. PROVIDE SUPPORT.
2. MONITOR IMPLEMENTATION AND EFFECTIVENESS.
3. DOCUMENT.
4. DETERMINE DEGREE OF NEED.

Emphasize:

Every team member should know their role during this step of implementation. Measurements should be taken frequently to assess how the student is acquiring and retaining the strategy (rate of acquisition and retention).

STEP 3
VERIFYING

Intervention Implementation

1. PROVIDE SUPPORT.
2. MONITOR IMPLEMENTATION AND EFFECTIVENESS.
3. DOCUMENT.
4. DETERMINE DEGREE OF NEED.

KEY TO SUCCESS

SUPPORT

TO THE CLASSROOM TEACHER

IS *CRITICAL.*

IF LEFT ALONE

ONLY THIRTY PERCENT

WILL ACTUALLY IMPLEMENT.

Emphasize:

Team members should be asking themselves, "What can I volunteer to do in the action plan that will provide support?", "How am I accepting joint responsibility for this student's success?"

KEY TO SUCCESS

SUPPORT
TO THE CLASSROOM TEACHER
IS *CRITICAL.*
IF LEFT ALONE
ONLY THIRTY PERCENT
WILL ACTUALLY IMPLEMENT.

STEP 4
OUTCOME

1. EXAMINE COLLECTED DATA.
2. RECORD OUTCOME.
3. DID STUDENT MEET TERMINAL GOAL?

YES, SUCCESSFUL INTERVENTION

- CONTINUE WITH INTERVENTION
- END CONSULTATION
- ADDITIONAL PROBLEM-REDESIGN

NO, INTERVENTION NOT SUCCESSFUL

- *REDESIGN*
- INFORM PRINCIPAL
- REVIEW FOR ADDITIONAL EVALUATIONS INCLUDING MDE

4. *REDESIGN* - RETURN TO PROBLEM IDENTIFICATION OR TO BRAINSTORMING

Emphasize:

In no longer than 30 school days the outcome of the interventions should be reviewed. This step can be done with all team members or in a dyad consisting of the classroom teacher and a team member. If the implementation has been successful, plans should be made for the continuation of the strategy with less involvement of the team. If the implementation was not successful, the team should discuss what might be changed or choose other strategies.

STEP 4
OUTCOME

1. EXAMINE COLLECTED DATA.

2. RECORD OUTCOME.

3. DID STUDENT MEET TERMINAL GOAL?

YES, SUCCESSFUL INTERVENTION

- CONTINUE WITH INTERVENTION
- END CONSULTATION
- ADDITIONAL PROBLEM-REDESIGN

NO, INTERVENTION NOT SUCCESSFUL

- *REDESIGN*
- INFORM PRINCIPAL
- REVIEW FOR ADDITIONAL EVALUATIONS, INCLUDING MDE

4. *REDESIGN* — RETURN TO PROBLEM IDENTIFICATION OR TO BRAINSTORMING

COLLABORATIVE PROBLEM SOLVING

Handouts

The Collaborative Problem-Solving Process

STEP 1
ENTRY

(Within 10 days of the request for assistance)

MAJOR PURPOSE: The collaborative process is reviewed with the person requesting assistance.

1. Introduce self as support teacher/team members.
2. Review purpose of Instructional Support Team, and request for assistance.
3. Clarify understanding of problem-solving process.
4. Clarity problem ownership.
5. Discuss time involved.
6. Explain need for data collection (e.g., CBA, observation).
7. Assure confidentiality.
8. Gain agreement from teacher to participate in collaborative process.
9. Set time for classroom data collection/observation to develop information for the next meeting.

STEP 2
HYPOTHESIS FORMING

(Within 10 days of Step 1)

MAJOR PURPOSE: The problem is identified, specifically defined and analyzed.

1. Clarify if problem is an instructional and/or behavioral concern. Review life stressors.
2. Describe problem in observable, measurable terms.
3. Describe events that occur before and after that affect the problem.
4. Review baseline data, CBA results, and other information.
5. Prioritize and then target a specific problem for intervention. Set a goal in measurable terms.
6. Determine continuing data collection needed before selecting interventions.

The Collaborative Problem-Solving Process (Continued)

STEP 3
VERIFYING: Goal Setting

(Within 10 days of Step 1)

MAJOR PURPOSE: Set direction the team will take.

1. Review all observations, interviews, and the instructional assessment.
2. Describe what the student needs to do that they are not currently doing.
3. Describe the specific skills in observable and measurable terms.
4. Take any additional baseline measurements.

STEP 3
VERIFYING: Intervention Recommendation

(Within 10 days of Step 1)

MAJOR PURPOSE: Choose intervention strategies. Develop a plan of action. Not for use with Problem ID.

1. Brainstorm interventions. Use a recorder. Use key phrases. Avoid long descriptions. Explain ideas after all ideas are out.
2. Classroom teacher and Instructional Team decide on intervention to use.
3. Discuss how to implement.
4. Set terminal goal for student. Write Action Plan.
5. Decide on data collection needed for monitoring.
6. Agree on responsibilities.
7. Set time lines for date to begin intervention, decide who will monitor and when, and follow-up ISTeam meeting data.

The Collaborative Problem-Solving Process (Continued)

STEP 3
VERIFYING: Intervention Implementation

(Within 20 days of Step 1)

MAJOR PURPOSE: Teacher implements intervention in the classroom.

1. Assist the teacher in establishing the intervention in the classroom.
2. Arrange additional assistance needed to implement after intervention is initiated.
3. Continue support and monitoring by support teacher or other identified team member depending on the intervention.
4. Complete data collection and documentation as determined in intervention recommendation.
5. Determine degree of student need.

STEP 4
OUTCOME

(Within 30 days of Step 3)

MAJOR PURPOSE: The team determines the effectiveness of the intervention.

1. Examine the collected data.
2. Determine and record outcomes.
3. Did student meet the terminal goal? Should the terminal goal change?

YES, successful intervention.
Problem solved-End consultation
Continue with intervention
Additional identified problems-REDESIGN
Arrange for fading of support teacher and institution of additional regular education support services in class (e.g., peer tutor, volunteer).

NO, Intervention not successful.
REDESIGN
Inform principal
Review for additional evaluations which may includeMDE100.

4. REDESIGN-return to Problem Identification or to Brainstorming.

V

INTERACTIVE COMMUNICATION SKILLS

ACTIVITY: To demonstrate the need for good interactive skills, illustrate ineffective communication by having two participants read the script in the handout section (p. 129). Ask "What message has been communicated?" Note when each speaker has been following his or her own agenda, and has not 'heard' the concern of the other speaker.

A key component in collaborative problem-solving in the existence of a collegial relationship between the participants. Mutual respect, trust, acceptance of diversity, and sincerity are necessary for the development of such collegiality (Rosenfield, 1987). Parties need to value this relationship if true collaboration is to take place. Perceptions, attitudes, and feelings need to be shared and accepted if mutual understanding and problem-solving are to occur.

Clear communication facilitates the formation of the partnership (Rosenfield, 1987; West, Idol, and Cannon, 1989). Development of expertise in the use of such interactive skills as acknowledging, paraphrasing, reflecting, clarifying, elaborating, and summarizing is important in the building of meaningful dialogue (West, et al., 1989; Zins, et al., 1988).

Acknowledging (also termed active listening) indicates to the speaker that the listener is interested in what is being said, and is listening in a nonjudgmental manner. Comments such as, "Yes, go on," "Right," and "I'm listening, please continue," demonstrate active listening. Gestures and body postures such as nodding and leaning toward the speaker also indicate interest.

NOTE TO TRAINER: Illustrate Acknowledging - script on page 116.

Paraphrasing is the re-statement of the speaker's major points by the listener, using his or her own words. It checks that the listener 's understanding is accurate, and conveys to the speaker that the listener is "with" him or her. The speaker gets feedback that the message received by the listener is the message that was intended. "In other words, John does not remember basic facts from day to day" is an example of paraphrasing. If the message has been misinterpreted, the speaker then has the opportunity to correct this misunderstanding, (e.g., "No, he remembers addition facts but not subtraction.")

NOTE TO TRAINER: Illustrate Paraphrasing - script on page 116.

Reflecting (also termed perception checking) focuses on affect. The listener communicates his perceptions of the speaker's feelings. Accurate reflection permits the listener to empathize, to see the problem through the eyes of the speaker. "This reaction puzzles you" and "It sounds as if you're extremely frustrated by Sue's failure" are examples of reflecting.

NOTE TO TRAINER: Illustrate Reflecting - script on page 116.

Clarifying is requesting the speaker to give an illustration or definition of a term used. It is the process by which vague words (e.g., "hyperactive") are operationalized and made more precise. Requests for clarification include questions such as, "Could you explain what you mean by 'short attention span'?" and "What is an example of her 'foolishness'?" Clarifying is a sincere attempt to decrease the ambiguity of the speaker's terms, and the tone of voice used by the listener must convey the desire to understand the speaker's definition. Care must be taken that the tone used does not represent a challenge to the speaker's meaning.

NOTE TO TRAINER: Illustrate Clarifying - script on page 117.

Elaborating is the process by which the listener attempts to synthesize the speaker's message, to move him or her to the sharing of more information. It is clear, direct communication in response to a situation which may appear unclear to the requesting teacher. For instance, "It sounds like he may have a problem remembering words that he cannot visualize" is an elaboration that attempts to clarify a theme rather then dwell on details. It is meant to encourage the speaker to describe more of the problem situation.

NOTE TO TRAINER: Illustrate Elaborating - script on page 117.

Summarizing pulls together the information that has been presented by the speaker, permitting closure when it appears that everything has been said. It focuses on relevant data only, and is a method of synthesizing fragmented information. Summarizing is especially helpful when identification of the problem has been difficult.

NOTE TO TRAINER: Illustrate Summarizing - script on page 117.

Summary (OVERHEAD)

The problem solving steps provide the content of collaboration, and interactive communication provides the process. Good listening/speaking skills increase the probability of obtaining accurate and complete information. The acronym **SP.CARE** is a reminder of the active skills needed.

S = Summarizing
P = Paraphrasing
C = Clarifying
A = Acknowledging (Active listening)
R = Reflecting
E = Elaborating

The acronym **ACCROE** is a reminder that the consultant who is:

A = Accepting
C = Caring
C = Congruent
R = Respectful
O = Open
E = Empathetic

sends messages to the consultee which encourage comfort and a commitment to the relationship. These messages are both verbal (e.g., use of interactive skills, honesty, avoidance of jargon) and non-verbal (e.g., eye contact, spatial distance). It is important to keep in mind that non-verbal communication differs from culture to culture, and that messages may be misinterpreted by the consultee.

SCRIPTS FOR ILLUSTRATING INTERACTIVE COMMUNICATION

(I) ACKNOWLEDGING: Active Listening

CONSULTANT: What is he normally doing when he's at his desk and ...

TEACHER: Well, he finds. There must be three million things in his desk that are interesting. From his pen to his eraser. Sometimes, it's just nothing. He's sitting there, and won't seem to be engaged in anything.

CONSULTANT: MMM MMM

TEACHER: But I think it's gotten better. I mean since the first of the year. He was much worse because he didn't know if I was going to be on him.

CONSULTANT: I see.

(II) PARAPHRASING

TEACHER: In the beginning she wouldn't talk to me at all. But now she's more open about doing the reading and she's not worrying about sounding out words she doesn't know. She'll ask what a word means.

CONSULTANT: In other words she seems to be more relaxed with you and not hesitant about asking for help.

(III) REFLECTING: Perception Checking

TEACHER: I don't get any reaction. Sometimes she says "I'll bring that tomorrow": sometimes there's no reaction at all.

CONSULTANT: It must be kind of bewildering, the fact that she isn't showing any reaction.

TEACHER: I wish you could meet her and see. She looks at me, she hears, and that's it!

(IV) CLARIFYING

TEACHER: I even gave him an extra drill book. However, he doesn't always complete these tasks and I have to keep at him to get them done.

CONSULTANT: How do you "keep at him?"

TEACHER: I constantly tell him to finish, and sometimes I have him come up to my desk and do it with me.

(V) ELABORATING

TEACHER: Her notebook is so sloppy. Papers are all over the place. Pencils and crayons are always broken. But she can find and use textbooks and library books with no trouble.

CONSULTANT: It sounds like larger materials such as books are easier for her to handle than more flimsy materials such as papers.

(VI) SUMMARIZING

TEACHER: She knows most of her consonants but has trouble putting them together to read words. Like she might read "cap" as "cup" or "cop" - but sometimes she knows it's "cap" - her reading is very inconsistent.

CONSULTANT: To summarize, the biggest issue seems to be that she has mastery of consonants, but does not remember the vowel sounds from one day to the next. That makes it impossible for her to consistently decode words.

INTERACTIVE COMMUNICATION SKILLS

Activities

ACTIVITY 1

Have participants write definitions for SP CARE elements on handout. Ask for examples of each.

ACTIVITY 2

(OVERHEAD)

Go over reasons and instructions for taping a consultation session. These are included in participants' handouts. You may wish to "assign homework" by suggesting that each team prepare one tape (simulated or authentic) by a specified date.

ACTIVITY 3

Role Play - Cut the five situations on the following page apart. Divide participants into groups of three. One is the consultant, one is the consultee, and one is an observer who will keep tallies of interactive communication skills exhibited by the consultant.

SITUATIONS TO ROLE PLAY SP. CARE and ACCROE

1. Marcia, a sixth-grade student with cerebral palsy and above-average intelligence, is to be a new student at John F. Kennedy Middle School. Mr. Anders, the support teacher, has received a request for assistance from Marcia's parents who are insisting that she be allowed to receive a sixth-grade education in the least restrictive environment. Mr. Anders has been given the responsibility of approaching each of Marcia's future content teachers to discuss Marcia's attending each class. The first meeting takes place with Mr. Weston, teacher of earth science.

2. Mr. Brownley, a fourth-grade teacher, has recently taken a course on the teaching of reading and has been asked by the reading program coordinator to build a cooperative reading program with Miss Rhule, the Chapter 1 reading teacher. He tells the program coordinator that he is ready "to give it a try." Ms. Welch is the support teacher who is to help work out the details of this process.

3. Mrs. Johnson and Ms. Andrews pass in the hall before school. Mrs. Johnson asks how Trevor is doing during the sixth-grade science class. Ms. Andrews replies quite sharply that how Trevor is doing is the least of her worries this morning and rushes on down the hall.

4. Mrs. Clemson is a young teacher who has just accepted her first teaching position in an elementary school where the average teacher has taught for 18 years. Mrs. Clemson had just graduated from a teacher preparation program where all the latest in teaching strategies had been part of her training. She eagerly goes to the Instructional Support Team for more assistance concerning a student in his noise-making behavior during her reading class. Beside the principal and support teacher there are two other teachers on the team who are overwhelmed by all that Mrs. Clemson has already tried with the student. The support teacher tries to keep the meeting moving in a direction of help for the student.

5. A building principal, Mrs. Tower, has decided to infuse the teaching of critical-thinking skills within the curriculum. She forms a critical-thinking committee composed of two teachers each from third, fourth, and fifth grades, along with a language arts specialist, a remedial reading teacher, and support teacher. The language arts specialist, Miss Critchley, volunteers to be the chair of the committee. In the committee meetings, Miss Critchley demonstrates that she has read material pertaining to the teaching of thinking and has some very definite opinions about what the committee should develop for curriculum reform. Unfortunately, she has also demonstrated that she is not as good at facilitation and elicitation of ideas from others. Mrs. Tower fears that the goal of the committee will be undermined by Miss Critchley's poor leadership skills, resulting in anarchy among the committee members.

SITUATIONS TO ROLE PLAY ACCROE

Triads

One is the Consultant trying to use ACCROE

Two is the Consultee

Three is the Observer.

Keep tallies of how many of the ACCROE qualities the Consultant exhibits and give feedback at end of role play.

NOTE TO TRAINERS: Use this as an overhead while doing the role play. It is found on page 134, in the "Handout" section.

INTERACTIVE COMMUNICATION SKILLS

Overheads

ACTIVE LISTENING

SP. CARE - Special Care

Summarizing

Paraphrasing

Clarifying

Acknowledging

Reflecting

Elaborating

Courtesy of Support Teacher Donna Blaser of the Apollo-Ridge School District.

NOTE TO TRAINERS: Use with text for trainers entitled Interactive Communication Skills. To help participants remember active listening skills they can use the acronym SP. CARE:

S = Summarizing
P = Paraphrasing
C = Clarifying
A = Acknowledging
R = Reflecting
E = Elaborating

INTERACTIVE COMMUNICATION SKILLS

Collaboration takes
SP. CARE!

S ummarizing

P araphrasing

C larifying

A cknowledging

R eflecting

E laborating

INTERACTIVE COMMUNICATION SKILLS

Eat:

- **A**ccepting
- **C**aring
- **C**ongruent
- **R**espectful
- **O**pen
- **E**mpathetic

Nonverbal messages **Verbal messages** **Self-disclosure**

COLLABORATIVE QUALITIES

Eat ACCROE

Ability to relate to other individuals
Purpose of consultation interaction
Facilitate collaborative relationship

Exhibit ACCROE

NONVERBAL MESSAGES

- Eye contact
- Hand & body movements
- Voice
- Spatial distance

VERBAL MESSAGES

- Acknowledging
- Restate
- Preface remarks
- Clarify
- Avoid judgments
- Avoid jargon
- Display congruence
- Respect
- Elaborate
- Summarize

SELF-DISCLOSURE

- Trustworthy
- Vulnerable
- Honest

TAPING COLLABORATIVE SESSIONS

PREPARE FOR FEEDBACK and TAPE PRESENTATION

MAKE TAPE

PROVIDE FEEDBACK

Personal Critique
Specific Feedback as Requested
"Does It Fit Criteria?"

INTERACTIVE COMMUNICATION SKILLS

Handouts and Script for Ineffective Communication

SCRIPT FOR ILLUSTRATING INEFFECTIVE COMMUNICATION

TEACHER: I'm so glad you could come. I've been wanting to talk to you about Billy.

PARENT: I'm having trouble getting Billy to do his homework. He always wants to put it off, and we have frightful arguments around the house.

TEACHER: He's been fighting on the playground. I've had to keep him in from recess twice this week.

PARENT: I don't think he understands the new math. That's probably why he doesn't do his homework. I wish you could do something about it.

TEACHER: Do you have any idea why he's started to fight? Does he ever talk about it at home? We don't know what to do with him. It's getting to be a real problem.

PARENT: We're having a real problem, too. We're open for any suggestions. This arguing is getting both his dad and me upset.

TEACHER: We at school want to cooperate in any way that we can. If you have any ideas about his fighting, call me, will you? It's sure been nice talking to you and I'm glad you could come. You're always welcome at school.

PARENT: I'm happy to have met you. If you have any ideas how we can help at home, just call. We want to work closely with the school.

INTERACTIVE COMMUNICATION SKILLS

The acronym SP CARE is a reminder of the interactive communication skills that facilitate the formation of a collegial relationship between professionals.

S - Summarizing ____

P - Paraphrasing ____

C - Clarifying ____

A - Acknowledging ____

R - Reflecting ____

E - Elaborating ____

COLLABORATIVE CONSULTATION
TAPING CONSULTATIVE SESSIONS

Taping a part of consultative sessions helps consultant and consultee to receive feedback on the consultative and interactive communication skills. Audio tapes can be used for team feedback or for self awareness of skill levels.

REASONS FOR TAPING OFTEN

1. You become less nervous.
2. You become more aware of what skills you are using.
3. You are able to keep an archival record of your own skills and expertise.

PREPARATION FOR FEEDBACK AND TAPE PRESENTATION

1. Create an atmosphere of not being perfect. People are expected to make mistakes. Volunteers are the lucky ones -- they get feedback. Call on different people to give feedback.
2. Set the task. Not an evaluation. Describe the task on the tape. Learn to do the tapes and critique yourself.

MAKE TAPE

PROVIDE FEEDBACK

1. Person doing tape should do own critique.
2. Person doing the tape asks for specific feedback.
3. Feedback should answer question, "Does it fit criteria?"

EVALUATION OF AN INTERVIEW TAPE

School: ______________________________

Consultant on Tape: ______________________________

At which stage of consultation is this tape being made:

Entry/contracting ______________
Problem identification ______________
Intervention recommendation ______________
Intervention ______________
Termination/Redesign ______________

FOR ALL INTERVIEWS:

Was a collaborative relationship around the problem established/maintained? ______________

How often were the following communication skills used:

1. Active listening ______________
   (Umm-type responses)
2. Paraphrasing ______________
   (Reword essential meaning)
3. Perception checking ______________
   (Statement of perceived affect)
4. Requests for clarification ______________
   (Ask to define, give examples)
5. Elaborating ______________
   (Give objective information)
6. Summarizing ______________

Was information/advice offered appropriately or before the problem was sufficiently clarified? ______________

Was it clear what each party would do before the next meeting? ______________

Was the next meeting date and time established? ______________

Evaluation of an Interview Tape - Page 2

IF CONTRACTING:

Was there discussion of the following elements:
How the parties will work together ____________________
Time involvement ____________________
Confidentiality ____________________

Did the teacher understand and make a commitment to follow the problem-solving process with shared responsibility?

IF PROBLEM IDENTIFICATION:

Was the presenting problem clarified in terms of specific behavior or skills? __________

Was the following information obtained or were plans made to obtain the following about the problem:
Specification of current vs. expected level of academic behavior, __________
social/classroom behavior ____________________
Specification of child's entry level skill ____________________
Specification of instructional procedures ____________________
Specification of behavioral goal ____________________
Specification of above with all personnel involved with child __________

IF INTERVENTION:

Did the intervention plan arise from a collaborative discussion between the consultant and teacher/other professional?

Was there full discussion of implementation including who ________, how ________, materials ________, data to be collected ________ ?

Was a date set to evaluate the results of the implementation based on data? __________

IF TERMINATION:

Was there clear agreement about the effect of the process on the goals of consultation?

Was the agreement to terminate the case clear to all parties? ____________________

Was an opening established for the teacher to reopen this or another consultation?

Situations to role play
ACCROE and SP. CARE

Triads
One is the Consultant trying to use ACCROE
Two is the Consultee
Three is the Observer.

* Observer, keep tallies of how many of the SP. CARE qualities the Consultant exhibits. Give feedback at the end of role play.

SKILL	**TALLIES**
Summarizing	
Paraphrasing (Reword essential meaning)	
Clarifying (Ask to define, give examples)	
Acknowledging ("Umm"-type response)	
Reflecting (Statement of perceived affect- "That must be frustrating.")	
Elaborating	

VI

TEAM PRACTICE

Introduction

The Instructional Support Team provides an efficient, flexible, and effective problem solving vehicle for assisting classroom teachers and students in regular education. However, in order to reach its goals, team members must work together as a team (OVERHEAD). As defined by Johnson and Johnson (1975), a team is "...a group of individuals who must work interdependently in order to attain their individual and organizational objectives." Four elements are necessary for the team to function well:

(OVERHEAD)

1. A reason for working together - Members must agree on a clearly defined goal. This provides the mission statement for the team and guides its action.
2. Interdependence of members - Members have a mutual reliance on one another for support.
3. Accountability of members - Each team member is expected to complete his or her job in a timely fashion because others are depending on it.
4. Commitment of members that working together is more effective than working in isolation - Team members must believe that the "whole is greater than the sum of its parts" (i.e., working as a team will lead to more effective problem solving than members working in isolation).

Membership (OVERHEAD)

Selection of Members. The first step in developing an IST is to organize its membership. PA Special Education Regulations (§ 342.24[b]) mandate the inclusion of the building principal or designee, the support teacher, and the student's classroom teacher (OVERHEAD). The principal's designee is necessary for those occasions when the principal is unable to attend meetings. She or he must be someone other than the support teacher, and it is suggested that this individual attend team meetings and be included in all training in order to be thoroughly familiar with the IST process. (OVERHEAD) It is recommended that consideration be given to the inclusion of other staff members (e.g., reading teacher, guidance counselor, school psychologist, nurse,other teachers) which will increase expertise on the team, contribute to team credibility, and demonstrate the commitment of a number of professionals. The selection of these additional team members can be done through direct assignment, elicitation of volunteers, or faculty election. In some schools, these members serve on the team for a fixed time period (e.g., one year), then are replaced by other staff. Other schools utilize various staff for different cases throughout the school year. It is important that staff be aware of the commitment and qualities required of team membership. These include:

- Classroom experience
- Knowledge of curriculum and materials
- Interest and ability in the assessment of problems
- Interest in individualization of instruction
- Good communication skills and understanding of group dynamics
- Respect of fellow teachers

Team membership can be expanded to include other relevant professionals as needed. For example, some requests for assistance may require the services of the school nurse, social worker, or other specialist who may possess skills relevant to the presenting problem. In this regard, team membership is flexible, utilizing expertise of building professionals on a case by case basis, rather than a single, set team. It is suggested, however, that team meetings include no more than six individuals because the effectiveness of decision-making groups is maximized when membership is limited and all members have the opportunity to contribute. It should be understood by the staff that all are potential members of IST, depending on the problem. Everyone's expertise is respected and potentially useful.

Parent (of the identified child) attendance at team meetings is encouraged. It allows for better understanding of the child's instructional needs, and for parent participation in the formulation of educational alternatives.

Term of Membership. It is suggested that, if possible, IST membership be individualized for each case. This affords every professional within the school the opportunity to participate, thus gaining a better understanding of the collaborative and problem-solving processes. In addition, the extensive expertise of the faculty will be shared, facilitating professional growth for all.

Meeting Schedule

A consistent time and place for all meetings allows participants to arrange their schedules so that meeting attendance is facilitated. Additionally, it conveys the message that IST business is an implicit part of the educational process and occurs regularly. Schools have utilized a variety of arrangements to allocate meeting times depending upon contractual matters and daily schedules. For example, teams might meet before or after school, or during the day with substitute teacher coverage. Meetings may occur during sustained silent reading, lunch, or extracurricular activity periods. Each school will need to determine its own method of managing this issue.

IST Roles and Functions

Certain roles and functions are implicit in teaming (e.g., leadership) and others are specific to the IST (e.g., required record keeping). Roles and functions which are crucial to the maintenance of the team will be discussed later (see "Team maintenance").

Leadership. In an IST school, the principal may be viewed as the person who guides, models, and encourages the formulation of a collaborative problem-solving climate. As the building leader, he or she clearly communicates the expectation that efforts will be made to meet the needs of all students in the regular classroom. In this sense, the "leadership" function refers to the provision of time, resources, and support for the development of instructional support capability.

Administrative. Some duties are specifically designated in the PA Special Education Standards as the responsibility of the building principal (§ 342.24[c]). That is, the building principal is responsible for seeing that these things occur. These include:

1. Notification of parents.
2. Chairmanship of the team meeting - (OVERHEAD) Most teams have found that these functions are frequently carried out by more than one team member.
3. Supervision of the implementation of recommended support services - This might include administrative decisions about the use of specialists within the school or from the intermediate unit as well as the direction and monitoring of their involvement with the child. Additionally, the adjustment of instructional groupings or assistance with the implementation of classroom techniques might be required.
4. Referral of the child for additional evaluation as determined by the IST - It must be ensured that complete data collection has occurred and has been shared with the school psychologist, and that further evaluation has been initiated.

Support Teacher. (OVERHEAD)

> ***NOTE TO TRAINER:*** These functions are covered in detail in the IST Overview Manual. This is a summary.

The role of the support teacher is to provide support to teachers and instruction to students while the degree of need is being determined. In addition, the support teacher is instrumental in facilitating the development of collaborative problem-solving skills among the IST and faculty. It is also the responsibility of the support teacher to attend all IST training sessions provided in order to acquire knowledge about the components of Instructional Support as well as the Regulations and Standards which govern implementation of IST.

Classroom Teacher. (OVERHEAD) The teacher is an active participant in the team/problem solving process. After selecting strategies for implementation, the teacher collaborates with the team to develop an action plan. This includes the goal, strategies, persons responsible, materials needed, and method for documenting progress. The teacher is also responsible for maintaining progress records which will be shared at the progress review meeting. Ultimately, the teacher will implementnt the strategies that have been found to be successful during the instructional support period.

Other team members. (OVERHEAD) As members of the IST, these individuals (e.g., Chapter I teacher, ESL teacher, counselor, school psychologist) participate in meetings for whom requests for assistance have been made. They may assist with data collection (e.g., review cumulative records, administer CBA) and assume specific duties during team meetings (e.g., recorder). Additionally, it is expected that these members will join in brainstorming and in the development of the intervention action plan. During the intervention period, any or all of these team members may be involved in direct support services to the child in the regular classroom through modeling and guided practice of strategies. Finally, it is the responsibility of these members to attend building-level training sessions relating to the IST process.

Record keeping

Although the paperwork associated with IST is minimal, it is necessary to ensure that the following data are recorded and accessible.

1. (OVERHEAD) The date of expression of concern, the name of the person making the request, the date of the parent contact, and the initial date and nature of strategy implementation is needed. Most schools have found that a simple principal's log listing students receiving instructional support and these indicators is an efficient way of handling the record keeping requirements.

2. A comprehensive directory of a continuum of educational services and programs available to children in that building must be maintained (§ 342.24[g]). This directory should include names of services and programs available through the school district, the intermediate unit and community, as well as the name of a contact person, address, and telephone number.

TEAM PRACTICE

Overheads

TEAM

A group of individuals who must work interdependently in order to attain their individual and organizational objectives.

Adapted from Johnson and Johnson (1975b)

FOUR ESSENTIAL ELEMENTS

FOR A TEAM

1. A reason for working together
2. Interdependence of members
3. Accountability of members
4. Commitment of members to the idea that working together as a group leads to more effective decisions than working in isolation.

Adapted from Johnson and Johnson (1975b)

Basic Instructional Support Team

- Principal/Designee
- Support Teacher
- Classroom Teacher

Optional
Team Members

- Primary Classroom Teacher
- Intermediate Classroom Teacher
- Chapter One Teacher
- Nurse
- Counselor
- Psychologist
- ESL Teacher
- Social Worker
- Parents
- Outside Agencies

TEAM CHAIRMANSHIP

- Prepares agenda
- Notifies participants
- Convenes meetings
- Encourages participation by all
- Directs the team process
- States the goal
- Summarizes relevant contributions

SUPPORT TEACHER

- Receives training in all support components
- Provides instructional support within the regular classroom
- Supports student and teacher
- Facilitates academic screening process
- Observes student
- Interviews teacher
- Facilitates support from additional professionals
- Disseminates information relevant to instructional support teams andfaculty

CLASSROOM TEACHER

- Works with team to develop strategies
- Develops plan for in-class implementation
- Meets with support teacher for support and monitoring
- Maintains progress data
- Incorporates successful strategies into classroom routines

OTHER
TEAM MEMBERS

- Participate in IST meetings as requested
- Assist with data collection
- Collaborate during all stages of the process
- Assist with plan implementation (e.g., model & provide guided practice for classroom teacher)
- Attend IST training

SAMPLE INSTRUCTIONAL SUPPORT TEAM LOG

STUDENT	DATE OF INITIAL CONCERN	NAME OF PERSON WITH CONCERN	DATE & NATURE OF PARENT CONTACT	IST MEETING DATES	NATURE OF SPECIFIC ACTION TAKEN BY IST	RESULTS
______	______	______	______ ☐ Phone ☐ Letter	______	☐ Assigned CBA to Data Collection ☐ Intervention Plan written ☐ Reviewed CBA, data, intervention results ☐ Other ______	☐ More information needed ☐ Success, end IST ☐ Another intervention ☐ Referral to MDT ☐ Follow-up date
______	______	______ ☐ See Previous Notation	______ ☐ Phone ☐ Letter ☐ See Previous Notation	______	☐ Assigned CBA to Data Collection ☐ Intervention Plan written ☐ Reviewed CBA, data, intervention results ☐ Other ______	☐ More information needed ☐ Success, end IST ☐ Another intervention ☐ Referral to MDT ☐ Follow-up date
______	______	______ ☐ See Previous Notation	______ ☐ Phone ☐ Letter ☐ See Previous Notation	______	☐ Assigned CBA to Data Collection ☐ Intervention Plan written ☐ Reviewed CBA, data, intervention results ☐ Other ______	☐ More information needed ☐ Success, end IST ☐ Another intervention ☐ Referral to MDT ☐ Follow-up date
______	______	______ ☐ See Previous Notation	______ ☐ Phone ☐ Letter ☐ See Previous Notation	______	☐ Assigned CBA to Data Collection ☐ Intervention Plan written ☐ Reviewed CBA, data, intervention results ☐ Other ______	☐ More information needed ☐ Success, end IST ☐ Another intervention ☐ Referral to MDT ☐ Follow-up date

VII

TEAM MAINTENANCE

Introduction

Team maintenance is defined as those activities and interactions designed to promote cooperative and respectful working relationships among team members so that they may effectively work together as a problem-solving group. The goals of maintenance are:

- to assist the team in identifying communication patterns that inhibit its ability to work together,
- to assist the team in identifying group behaviors that inhibit its ability to work together,
- to assist the team in formulating manageable plans to remedy the above
- to facilitate an evaluation of the team's functioning and its impact on the effectiveness of the IST process as well as on the satisfaction of each of the team members.

Team maintenance is not a group-counseling session, but rather an activity designed to facilitate team cohesion and effectiveness. "Tips for Facilitating Maintenance Sessions" are included in the "Activities" section.

Johnson and Johnson (1975) have delineated eight characteristics of effective groups: (OVERHEAD)

1. Group goals
2. Communication
3. Leadership
4. Decision-making
5. Power and influence
6. Conflicts
7. Group cohesion
8. Problem-solving

The manner in which these elements are clarified and handled influence the effectiveness of the team. Difficulties in any area may contribute to inefficiencey and dissatisfaction with IST functioning.

Team maintenance activities can be conducted on a regularly scheduled basis by the entire IST, or can be held as needed, generally on the request of one or more of the team members. The IST may schedule a maintenance session at the beginning of the year for evaluation purposes, or at any time during the year if frustration in meeting goals is experienced regularly. During a maintenance activity, the IST carefully analyzes team processes and procedures. Some of the areas that have been identified as useful for team self-analysis are group norms, group roles, problem solving procedures, giving and receiving feedback, communication skills, group openness, inclusion, control, and dealing with resistance.

Group Norms

Group norms are the underlying rules that govern the behavior of group members toward each other. Some norms are explicit and understood by all (e.g., the scheduling of meeting times, who starts the meetings, and who records the proceedings). Implicit norms, on the other hand, are unspoken rules or behaviors that are equally potent in supporting the team process. For example, whether or not it is acceptable to question the opinion of the principal in a team meeting is usually an implicit norm.

In analyzing group norms during a team maintenance session, the group should review its explicit norms, using group feedback techniques. Frequently, giving feedback on explicit norms can lead to a shared realization of implicit norms. For example, in discussing an unworkable meeting schedule (explicit norm), a team may realize that all scheduling and logistic matters are being set by one team member (implicit norm), who seems adverse to sharing this duty. In addressing the scheduling issue, the group tactfully but directly confronts this team member's behavior. Whether norms are explicit or implicit, the team can revise or eliminate those that are inhibiting effective practice while reinforcing those that facilitate effective practice.

NOTE TO TRAINER: Refer participants to handout, and fill in definition of "group norms" from lecture.

Group Roles

In the process of interacting as a team, it is frequently found that team members assume consistent roles. Roles can be conceptualized as those that assist the group in realizing its goal (task roles) and those that assist effective group interactions (maintenance roles). Some task roles are initiating, seeking information, giving information, seeking opinions, giving opinions, and clarifying. Maintenance roles include encouraging other members, expressing feelings, harmonizing (tension breaking), compromising, facilitating communication, and setting standards and goals. In a team maintenance activity, the IST might examine the roles various group members play, and the facilitating or inhibiting effects they have on group performance. For example, the team might find that one member is particularly good at clarifying others' ideas, and encourage that member to contribute in this manner more frequently.

NOTE TO TRAINER: Refer participants to handout, and fill in definition of "group roles" from lecture.

Problem Solving Procedures

It has been demonstrated that groups that use specific procedures for conducting meetings and resolving problems are more effective and efficient than groups that do not follow such procedures. The IST training has emphasized a problem solving approach that encompasses the following steps: identifying a problem, setting a measurable goal, brainstorming possible solutions to the problem, reviewing possible outcomes, choosing an intervention, and planning how the intervention will be implemented. Failure to work effectively through each of these steps can entangle a team in unproductive activity or take the group on irrelevant tangents. In a maintenance activity, the team should analyze its performance on each of the steps. For example, in reviewing a video-tape of a team meeting, the group might find that it is not setting measurable goals for the student. Consequently, the team lacks the ability to adequately judge the effectiveness of the selected intervention. Identifying an area that is weak can indicate the need for a mini-workshop on a specific skill.

NOTE TO TRAINER: Refer participants to handout, and fill in problem solving steps from lecture. If the problem-solving procedure is weak, refer participants to "IST Components Checklist" (p. 199) in order to identify precise areas of difficulty.

Feedback (OVERHEAD)

When educators work together in groups like the IST, it is important that they provide helpful information (feedback) to each other on the effects of a person's actions. Giving and receiving feedback is a sensitive area that is directly influenced by the style of the communication. Feedback is **most helpful** when it is:

- immediate
- specific and descriptive
- measurable
- respectful
- solicited

The response is best left to the receiver. That is, the person giving feedback mentions an area of concern, but does not suggest or direct action. "I" statements are suggested, indicating no sense of control by the speaker over the behavior of others. For example, "I feel that my input is unimportant when side conversations take place while I am speaking." Note that the speaker does not accuse or evaluate the actions of others, but merely states how he or she is affected by a specific behavior.

Feedback is **unhelpful and possibly harmful** when it is:

- delayed
- general
- not measurable
- evaluative

Such statements convey anger and blame, inhibiting further discussion. Feelings of defensiveness on the part of others are likely responses.

A team maintenance session focusing on feedback might review a videotape of a team meeting and allow members to characterize the feedback observed (e.g., descriptive, general). Other ways of giving feedback can then be offered. If videotapes are not available, simulated activities in triads (two team members interacting, one team member observing) can be arranged.

NOTE TO TRAINER: Refer participants to handout, and fill in blanks for sample feedback statement (i.e., I feel *angry* when there are so many *interruptions* during our meetings).

Communication Skills

In any collaborative process, communication between participants is critical. The essential communication skills of summarizing, paraphrasing, clarifying, acknowledging, reflecting, and elaborating are described in another section of this manual. In team maintenance activities, the use or lack of use of these interactive behaviors can be reviewed. Use of audio- and video-tapes of team interactions is especially valuable for analyzing the communication between/among participants during collaboration. The team can identify those skills that are well developed, as well as those areas that need to be strengthened. Improvement can be accomplished by having group members practice the skills in role-play situations so that they can ultimately be used in actual team interactions. Giving feedback on communication can be viewed as an ongoing team maintenance procedure.

NOTE TO TRAINER: Refer participants to handout and have them fill in SP CARE acronym from lecture.

Group Openness (OVERHEAD)

This term refers to the feelings of comfort and trust that team members have toward one another. In teams that function effectively, members have enough mutual trust that they can communicate openly and honestly, and share ideas in a safe environment. They have close working relationships with other members and feel supported and valued. A feeling of satisfaction from their work with the IST is experienced. When there are problems with group openness, mutual trust is impaired and interpersonal difficulties can emerge. For example, there will be limited or stilted communication, feedback will be withheld, and feelings of hostility, rejection, jealousy, and dissatisfaction will be experienced.

Handling openness problems in a team maintenance session requires great sensitivity, and is critical to successful group functioning. Often in groups that experience these problems, it may be difficult for team members to feel secure enough to express their feelings and concerns. In these cases, group members will need to watch for nonverbal signs of disaffection, such as lack of participation or attendance, or tense body language (refer also to later section on resistance). If lack of openness is suspected, a candid discussion should be held by the team, with special care taken to use effective listening techniques to get to a feelings level. In extreme cases, this type of maintenance activity might be handled in a dyad or sub-group situation in order to increase the comfort level of the person(s) in question.

Group Inclusion (OVERHEAD)

Inclusion is the feeling of group members that they have been adequately engaged, or included, in the IST process. Because every staff member in the school is a potential IST member, this is a particularly important area. In an inclusive team, attendance, punctuality, and participation at meetings is high. Staff members feel part of the group even when their presence is not routinely required. This inclusion is possible because team members are kept informed. Attending to inclusion issues is especially critical for educational specialists (e.g., guidance counselors, school psychologists, remedial teachers, social workers, etc) whose assignment may not allow them to be in a school building on a full-time basis, as well as for teachers who do not regularly use IST services.

An IST may choose to address group inclusion in a team maintenance session if they observe that attendance, punctuality, or participation is poor. Additional concerns with inclustion may arise because of logistical issues (e.g., scheduled meeting times preclude attendance by some members) or interpersonal issues (e.g., behavior of some team members excludes the input of others). Regular updates (e.g., at faculty meetings, with newsletters) regarding team business, and mini-workshops for the school staff may contribute to a general sense of inclusion for all, even though regular involvement in the IST process is not possible.

Control (OVERHEAD)

Group control refers to issues such as group leadership, decision making, and power. Because the IST includes the school principal, the authority in the building, IST members need to have a clear understanding that collaboration operates in an egalitarian manner. This implies that the principal participates on the IST as a colleague rather than as an implicit authority. When control is adequate in the group, power is decentralized, and decision-making and leadership are shared by the team members.

Teams may feel a need for maintenance on the control issue when there is competition, in-fighting, attempts to exert control, or even lack of clear leadership. Awareness of these problems should lead to a feedback session in which the norms of the group and roles of the members are examined.

NOTE TO TRAINER: Refer participant to "Individual Checklist" in handout. Point out that the items illustrate good team process. Deficiencies need to be addressed in a maintenance session.

Resistance

School-based teams frequently become concerned with apparent resistance of certain staff members to a given plan or program. For example, a teacher may refuse to identify students for IST, or a team member might behave in an obstructionistic manner in a team meeting. These behaviors often cause others to become exasperated and to place blame on the "resisting" party. However, a more useful way to view resistance is to conceptualize it as a failure of team building or maintenance. That is, what is seen as resistance may actually be a problem with group norms, group roles, problem solving procedures, communication, giving and receiving feedback, group affection, inclusion, or control. It should be remembered that the hallmark of IST is to provide instructional *support* to teachers and other staff members who are engaged in the education of identified students. Consequently, all staff should feel supported, included, and comfortable in a process that is predictable and commonly understood. Rather than place blame on the "resistant" staff member, the team should examine its procedures and interpersonal behaviors. The problem should be identified as a team concern, rather than as an individual's failing. Generally, good maintenance of team functioning can prevent or eliminate sources of "resistance."

The following quotes illustrate common feelings that underlie a resistant attitude:

"You don't understand."
A team member feels that an opinion, feeling, or position is not being understood by another team member or by the entire team.

"You're not in my classroom all day."
A team member feels that others enjoy a favored role, or do not share the same work demands.

"This is not what I expected."
A team member has expectations of the IST process that are different from its actual operation.

"I don't understand (or I don't like) all of these changes."
A team member feels that the IST process represents change from the usual way of doing things, a way that is predictable and comfortable.

"I need time to make the changes you want."
Change often occurs faster than a team member's comfort level would allow.

."This goes against my philosophy of education."
For many team members, the IST process embodies change that may differ from the paradigm under which a team member has operated.

"I feel like I'm being evaluated."
The development of alternative ideas about handling classroom instruction or procedures may connote to a team member anegative opinion about the current classroom routine, leading to feelings of being judged or evaluated.

"This isn't my role."
A team member may feel that his or her professional role does not include areas suggested by the team.

"I feel like this is out of my control."
The collaborative process may impinge on a member who is used to working in an autonomous fashion.

"I feel coerced."
Suggestions from a team of colleagues may connote a no-options approach that leaves the team member with a feeling of no choice.

"I don't trust the system."
A team member may feel that the team has a hidden agenda and is not really collaborating, or feels that he or she is not really included in the decision-making process.

In addition to the aforementioned team maintenance activities which may inherently address resistance issues, a number of positive steps in dealing with these resistant attitudes can be suggested:

1. Focus on the team member's feelings. Listen thoroughly and respond honestly.

2. Find a way to provide hands-on help in the classroom, in order to share the team member's experience, and to provide support. Spending time in the classroom is a concrete indicator that support is truly being provided and that the teacher's perspective is clearly understood.

3. Model the process which has been selected as the intervention. Assist the team member in incorporating it into the daily routine.

4. Include the team member in the problem solving process from the beginning, but especially in the problem identification and intervention selection steps.

5. As a team, focus initial efforts in a manageable area likely to lead to successful implementation of the process and success for the target student. Start small and advertise your success, or let the teachers who have had successful experiences advertise the benefits of the process.

Other difficult behaviors may also impede group process. An apparent inability to compromise or reversion to an "expert model" can interfere with the group's reaching consensus and moving on to other issues. Such behavior may indicate a need for more understanding of collaboration and its elements (including interactive communication) as well as discussion about the adoption of more egalitarian professional relationships.

Negative behaviors (e.g., those which anticipate failure or ridicule others' suggestions) may denote discomfort with the new procedures and expectations. Clearly delineating roles and responsibilities, allowing opportunities for discussion of concerns, and emphasizing positive accomplishments may help to alleviate negativism.

The positive steps listed above may be useful in dealing with difficult behaviors. Additionally, the following strategies might be helpful (Pokras, 1989) (OVERHEAD).

1. Accept it
2. Empathize
3. Analyze the consequences (of the behavior)
4. Involve staff
5. "Beat the grapevine" (bring issues into the open)
6. Vent frustration
7. Stress benefits
8. Explain the purpose
9. Reassure staff
10. Stres growth and development
11. Include systematic training
12. Change gradually
13. Recognize and reinforce supporters

TEAM MAINTENANCE

Activities

SOME TIPS FOR FACILITATING MAINTENANCE SESSIONS

Setting Ground Rules

The purpose of ground rules is to keep the group climate safe for the honest expression of feelings and focused on the realistic resolution of problems. Ground rules are essential!

It is helpful to have the group develop those ground rules that they would like to abide by during their maintenance session. List them in a prominent place. Refer to them as the session proceeds. Review them for subsequent sessions.

Below are listed some ground rules that teams have found useful.

- There is no one right answer.
- Be hard on the problem and soft on the people.
- No blaming outsiders or the group.
- Follow the rules of feedback.

Facilitator Tasks to Accomplish *Before* a Maintenance Session

1. Find out what precipitated the request for the session (if someone within the group asked you to work with them)

2. Find out what is expected/needed at this time. Then clarify if you are able to meet those expectations/needs.

3. Select or create an appropriate activity and "run it past" the team leader/requesting person to see if it will address the perceived problem.

4. Make sure that the activity can be accomplished in the time available. If not, revise the activity, select another activity, or seek a commitment from the team for additional sessions.

5. Agree to facilitate the maintenance session only if all team members will be present.

6. Try to secure a location that will be free from interruptions. (Can you go off site to another building? the IU? etc.)

A Sample Format to Follow When Conducting Maintenance Sessions

1. Introductions - review why you were asked to facilitate the session. Note time allotted for the session.

2. Review definitions and purpose of maintenance — review the goals in general, and specifically what the intent of this session will be. Let them know that you will facilitate their process, not develop their solution.

3. Establish ground rules — list the ones that you need to have in place in order to most effectively facilitate the process. Ask the team to generate any others they feel necessary to feel safe in expressing themselves and staying focused.

4. Conduct your predetermined activity. Remember to:

   - keep the discussion direct
   - record key points, phrases on blackboard or easel
   - ask clarifying questions if others don't
   - actively listen
   - watch the time and keep the group moving along
   - summarize and check with the group in order to move into problem-solving
   - help the group look for immediate and long-range solutions (if you are running out of time, save problem-solving for a second session)
   - be sure to close on an upbeat note -- stress the positive, including realism or acknowledgment of problems
   - summarize group strengths

- end the session by asking for a word from each team member — either a statement of how s/he is doing or an appreciation for another team member

5. Follow-up after the maintenance session - if possible, check on follow through with problem-solving plans. Help the team to develop a commitment to on-going maintenance.

When to Suggest a Maintenance Session

1. Anytime! The group can make a commitment to regularly checking in with one another on a process or feeling level.
2. When the energy is low
3. When stress is high
4. When the group seems to be "spinning its' wheels" and frustration is high
5. When there has been a major disappointment
6. When there has been a major success
7. When there are adjustments to be made to changes in program structure or membership: more/less meeting time; gaining/ losing team members; change in administration.
8. At the beginning or the end of the school year— planning and evaluating.

ACTIVITY 1

Have participants form teams of four or five. Copy and cut apart roles for "Simulation Team Maintenance" on the following pages and distribute to teams. Relate the background information, and review rules for feedback. Allot 20 minutes for team members to express their feelings and to clarify team needs.

After the session, ask for feedback as to feelings of comfort and satisfaction, identification of particular problems or strategies, and the value of the simulation.

SIMULATION: TEAM MAINTENANCE

Background

The team has been together six months, and actually reviewing cases for two months. The support teacher has been appointed team leader by the principal. All team members have been through training, and have been working through cases as best they can, but right now the frustration is high and satisfaction low. The team agreed to hold a maintenance session when the primary grade teacher suggested it.

Principal

You don't (aren't able?) to attend meetings regularly even though your team wants you to. You don't believe that you have time given everything else there is to do in your building. You really want the team to work without you even though they feel they need your input right now in the beginning of their development.

You want to be more 'out' and still on top of decisions, and you are closed to being honest about the strain the whole process puts on your sense of competence about managing multiple responsibilities.

Support Teacher

You feel overworked and overwhelmed and don't know how to utilize the expertise of the team members, since you've never worked on a team before; however, you want to learn. Sometimes you've excluded people and other times you've included them, and this has been confusing to others on the team. You are open to ideas from others, but you don't have any extra energy for their anger.

You feel overly 'in,' totally responsible for decisions, and are semi-closed about honestly saying you don't know how to include them.

Primary Grade Teacher

You are excited and committed to the IS concept and process, but you doubt the commitment of the principal and have felt at times that the support teacher has excluded you from contributions you have offered to make. As a result, you feel more 'out' than 'in,' and more 'bottom' than 'top.' You trust that it will work out if you can own your concerns and state them in a non-blaming way following the rules of feedback.

Intermediate Teacher

You thought this whole thing was a good idea at the beginning, but right now you see it as hopeless. You know others on the team just see it as bumpy and rough time, but you feel that the work of the team is sometimes muddy and goes into areas you'd rather have someone else (like the school psychologist) deal with.

All this talk about starting a Children of Alcoholics group for several of the identified kids has you really upset. After all, you made it through school without having to tell anybody about how bad it was for you at home. In fact, nobody ever even noticed you, you were so perfect.

You feel 'in' but uncomfortable, involved in decisions, but definitely closed to the team and to where all of this is leading.

Psychologist

You support the IS concept and make it to the meetings where the agenda includes the development or the review of an intervention plan. Some people ignore you, while others treat you like the only person capable of problem solving. You suspect that people would like you to actually share the workload, but you don't believe that you have time.

You feel optimistic about the development of an intermediate step to MDT and placement, but you really don't feel like you can sink you teeth into it--you are unsure of the most useful role you can play.

You feel 'out,' but on top of decision making (when you think it is important), and open to honestly sharing your feelings and hearing from others.

Tips for communicating

Inclusion: In------------------------Out

Control: Top-----------------------Bottom
(The importance of your positions and input to the team decision making process)

Openness: Open--------------------Closed
(The degree to which you trust others with your true feelings)

Feedback formula:

When you (state behavior), I felt (state feeling) and it made me want to (state action or response).

ACTIVITY 2

CONDUCTING A MAINTENANCE SESSION

1. Introductions — names and positions

2. Ask the team to give you a brief history of the team. Even if you know about them, what they choose to share and who speaks for the team provides you with information about what they think is significant and who has power on the team.

3. Ask the team to tell you how things are going. This is typically brief unless they are unusually insightful and can lay out the issues they need to deal with.

4. Have the team members complete one of the maintenance/assessment tools/activities.

    a. **Inclusion, Control, Openness Assessment.** This tool seems to be better for teams that have been operational for more than one semester. Before that time, teams are more focused on working out programmatic and logistical details and less focused on relationships among team members or the team as a whole.

    b. **Team Effectiveness Worksheet and Team Member Effectiveness Worksheet.** These tools are good for newly trained teams because some items allow for evaluation of their satisfaction with the progress they're making on tasks, etc. It seems to fit "where they're at" better than the Inclusion/Control/Affection Assessment.

5. After team members complete the forms listed above, ask them to decide as a team how they want toprocess them. The process they use to decide this provides you with an example of their decision-making style. This is not any definitive kind of indicator of anything, merely an additional piece of data.

    Two examples and "interpretations" -- one team wanted responses to be anonymous, and placed their sheets face down in the middle of the table. They then "nominated" two soft-spoken members to tally their responses when the rest sat around and chatted. (Low level of safety, openness, and willingness to risk conflict. Lack of democratic decision-making and division of duties.)

Another team was willing to read their responses to each question aloud in a round-robin fashion. (Teams that have been willing to do this were typically more functional teams. The openness and willingness to bring problems or areas of disagreement out into the open shows more promise of their ability to work through concerns. There appears to be a higher level of willingness to take the risk of disclosing feelingand perceptions. Sometimes this also indicates a higher level of willingness for people to "own" responsibility for their own thoughts and perceptions.)

a. After compiling the responses, go back and summarize areas that are problem-free and areas where there appear to be significant differences in people's perceptions of the team's functioning.

b. From this point, how much you are able to accomplish with a team depends on members' willingness to talk about and explore what the results suggest about the team's functioning and willingness to engage in problem-solving vs. "complaining and blaming". (You may need to review the rules for appropriate feedback and "I-messages".)

c. If the team is totally silent and will not talk, you can get them to talk about the silence (instead of pushing them to discuss the issues. You'll probably get the same stuff anyhow.) What fears/beliefs are blocking people from talking? (e.g. afraid talking about it will make it worse and won't do any good anyway; past experiences with feeling punished from sharing a negative perception; so much accumulated tension among the team members that they are afraid of starting to talk for fear that things will get out of control in terms of ventilating anger and frustration, etc.)

6. Enlist the team in developing a plan to remediate concerns.

   a. What do they believe would make things better? Emphasize concrete, do-able steps.

   b. Keep the focus on the system rather than on individuals.

c. Facilitate negotiation.

d. Push people to be specific. (Try to get people to change from "I have too much to do." to " I'm not going to be able to do __________ anymore. Who will be able to cover that?")

7. After completing the session, summarize the concerns that were expressed and the plans that have been developed to address those concerns. In this way, people will be able to leave with some specific, concrete examples of things they can do to improve some part of the team's functioning.

ACTIVITY 2

For use with entire teams.
Have participants complete
the inventory on the following pages.

MAINTENANCE ACTIVITY INSTRUCTIONS

I. Review of Inclusion

1. Individual members review their checklist and discuss pleasures and concerns.
2. Listing is made on newsprint or chalkboard.
3. Additional feedback or clarification is required.
4. Common issues are identified.

II. Review of Control

1. Individual members review their checklist and discuss pleasures and concerns.
2. Listing is made on newsprint or chalkboard.
3. Additional feedback or clarification is required.
4. Common issues are identified.

III. Review of Openness

1. Individual members review their checklist and discuss pleasures and concerns.
2. Listing is made on newsprint or chalkboard.
3. Additional feedback or clarification is required.
4. Common issues are identified.

IV. Problem Solving and Action Planning

V. Feedback on Maintenance Session

(How was this helpful or not?)

INSTRUCTIONS: This inventory deals with the three major team maintenance issues: inclusion, openness, and control. Before each statement there are two letters (i.e. A’ A). The first letter should be circled if you feel that the statement represents how you feel *now*. The second letter should be circled if you feel that statement represents the way things *should* be or how you believe you *should* feel.

INCLUSION

1. **Do you feel included as an equal member of the team?**

A’ A I participate on the team but I generally feel like an outsider.

B’ B Most of the time I feel included as a team member but other times I feel like I don’t belong.

C’ C More often than not I feel that I am a full member of the team.

D’ D I almost always feel that I am a fully included member of the team.

E’ E I always feel that I am fully included as part of the team.

2. **How much do you wish to be included in team activities?**

A’ A There are times when I wish I was no longer on the team.

B’ B I want to be on the team but I don’t have the time or interest to do very much.

C’ C I want to do my share.

D’ D I want to be an active member but not necessarily a part of everything the team does.

E’ E I want to be involved in everything the team does and take an active leadership role with the other team members.

OPENNESS

1. **How much caring and concerning do you sense from other team members?**

A’ A Other team members work with me but I don’t feel that they care about me personally.

B’ B Other team members respect me for what I do professionally but don’t show much personal concern.

C’ C I feel that other team members probably care about me but they seldom show it.

D’ D Other team members care about me and frequently show it.

E’ E Other team members care about me personally and continually show that caring through their loyalty and support.

2. **How do you feel about other team members?**

A’ A I work with other team members but I don’t really feel a personal caring for them.

B’ B I respect the other team members professionally but I don’t show much personal concern for them.

C’ C I care about the other team members and I frequently show it.

D’ D I care about other team members and I frequently show it.

E’ E I care about the other members of the team and I feel that I show that caring by giving them loyalty and support.

CONTROL

1. How do you feel control is exerted by members of the team?

A' A One or two members control everything the team does.

B' B A few people control almost everything that the team does.

C' C Control is fairly well divided among all team members.

D' D Most team members share equally in control but one or two members choose not to be involved with control.

E' E About half the members of the team share the control and the others choose not to be involved with control.

2. How much control do you exert on the team?

A' A I exert no control on the team.

B' B I exert some control on the team but not a significant amount.

C' C I have about the same amount of control as other team members do.

D' D I have more than my share of control on the team.

E' E I tend to exert much more than my share of control on the team.

SATISFACTION

1. How satisfied are you with the overall functioning of the Team?

1. Very dissatisfied
2. Somewhat dissatisfied
3. Neutral
4. Somewhat satisfied
5. Very satisfied

2. How do you feel about your role as a member of the Team?

1. Very dissatisfied
2. Somewhat dissatisfied
3. Neutral
4. Somewhat satisfied
5. Very satisfied

TEAM MAINTENANCE
Summary Sheet

(Facillitator can put total team score on this sheet to work from)

INCLUSION

1. Do you feel included as an equal member of the Team?

A'	A	B'	B	C'	C	D'	D	E'	E

2. How much do you wish to be included in Team activities?

A'	A	B'	B	C'	C	D'	D	E'	E

OPENNESS

1. How much caring and concerning do you sense from other Team members?

A'	A	B'	B	C'	C	D'	D	E'	E

2. How do you feel about other Team members?

A'	A	B'	B	C'	C	D'	D	E'	E

CONTROL

1. How do you feel control is exerted by members of the Team?

A'	A	B'	B	C'	C	D'	D	E'	E

2. How much control do you exert on the Team?

A'	A	B'	B	C'	C	D'	D	E'	E

SATISFACTION

1. **How satisfied are you with the overall functioning of the Team?**

    1. Very dissatisfied
    2. Somewhat dissatisfied
    3. Neutral
    4. Somewhat satisfied
    5. Very satisfied

2. **How do you feel about your role as a member of the Team?**

    1. Very dissatisfied
    2. Somewhat dissatisfied
    3. Neutral
    4. Somewhat satisfied
    5. Very satisfied

SATISFACTION

1. **How satisfied are you with the overall functioning of the Team?**

1. Very dissatisfied	2. Somewhat dissatisfied	3. Neutral	4. Somewhat satisfied	5. Very satisfied

2. **How do you feel about your role as a member of the Team?**

1. Very dissatisfied	2. Somewhat dissatisfied	3. Neutral	4. Somewhat satisfied	5. Very satisfied

Issues to bring up with Team:

TEAM MAINTENANCE

Additional Activities

NOTE TO TRAINER: These are additional team maintenance activities that can be used for team maintenance discussion. There will be no Trainer notes on these activities. You may want to copy and distribute these to support teachers for use with their teams.

MAINTENANCE ACTIVITY

Adapted from PA Network Student Assistance Services

Purpose: To have team members examine their own behaviors and commitment to the team.
To provide team members with an opportunity to reconsider their commitment to team involvement.
To give team members an opportunity to examine their personal pleasures, problems, and wishes about the team.

Answer and discuss the following questions:

1. What satisfiers/pleasures have I received from my involvement with this team?

2. What are the frustrating and/or negative aspects of my involvement with this team?

3. What has been a significant team accomplishment?

4. What role do I see myself playing in the future of the team in this district?

5. What do you need other team members to do more of or less of to further develop this professional relationship?

6. What is one wish that I have for the team in this school?

HOW EFFECTIVE IS OUR GROUP?

1. Group Goals

1	2	3	4	5	6	7
Do we have any?						I know & agree with them

2. Communication

1	2	3	4	5	6	7
Unclear, cryptic, "sideways"			So-So			Clear, accurate, relevant

3. Leadership

1	2	3	4	5	6	7
Dictatorship						Democracy

4. Decision-Making

1	2	3	4	5	6	7
One person makes all decisions & tells others						All are involved in the process

5. Power and Influence

1	2	3	4	5	6	7
One person has it all			Share, based on task at hand			Equally distributed throughout the group

6. Conflicts

1	2	3	4	5	6	7
Suppressed or denied			Win-lose			All are actively involved in problem-solving

7. Group Cohesion

1	2	3	4	5	6	7
All for themselves						"All for one; one for all"

8. Problem-Solving

1	2	3	4	5	6	7
A major hassle, same issues keep occurring			Not easy but we get through it			Uses little energy, permanent solutions

TEAM EFFECTIVENESS WORKSHEET

Directions: Circle the number that best represents how you would rate your team's effectiveness on the following items. After each member of your team has completed the worksheet, discuss your responses as a group. Use this as a "springboard" for problem-solving.

Task Functions

1. How clear do you feel the team's goals are?

0	1	2	3	4	5	6	7
Utter confusion		Hidden agenda		Average	Fairly clear now		Clear goals shared by all

2. How strongly involved are you in what your team is doing?

0	1	2	3	4	5	6	7
Couldn't careless		Not much interest		Average	Interested		Deeply interested and involved caring

3. How well does the team identify problems within the team?

0	1	2	3	4	5	6	7
Avoid: try to disagree with each other		Slight attention to each		Average	Considerable attention to each other		Face each other analyze and work out problems between

4. How well does the team integrate contributions from all team members?

0	1	2	3	4	5	6	7
Each goes it alone; says his say; disregards others; no summary integration		Slight attention to other's needs		Average	Considerable attention to using ideas of others		Each member builds directly on contributions from others; relates together

5. How does the team make decisions?

0	1	2	3	4	5	6	7
We don't	Self-authorized	Hand Clasp	Minority	Majority	False Consensus	Forced Consensus	True Consensus

Maintenance Functions

1. How much do team members enjoy working with each other on your team?

0	1	2	3	4	5	6	7
All hate it. Ready to quit		Discontented		Average; some pleased, some don't care, some displeased		Rather pleased; some enjoyment	All love it; real joy; strong cohesion

2. How much encouragement, support, and appreciation do you give to one another as you work?

0	1	2	3	4	5	6	7
None	Seldom give support		Average; some appreciated, some ignored; some criticized		Often give support		Abundant support for every member even when disagree

3. How constructively are you as a team able to resolve disagreements and conflicts?

0	1	2	3	4	5	6	7
Avoid or repress them: or so bad they threaten to break up the group		Seldom examine conflicts		Average; smooth them over; change the subject occasional constructive exploration		Often Explore Conflicts	Welcomes them; explores them; finds them valuable

4. How frequently do team members give feedback to each other that is constructive?

0	1	2	3	4	5	6	7
Never give any; give only "right" and "wrong"		Rather seldom	Average		Fairly often		Very frequently given; well received

5. How many team members are growing in their understanding of themselves and others?

0	1	2	3	4	5	6	7
None		A few		About half		Most	All

TEAM MEMBER EFFECTIVENESS WORKSHEET

Directions: Below are seven stimulus statements relative to your involvement with your team and your team's effectiveness. Respond to each item by rating it on a scale from 1 to 7, (7 being what you would consider to be ideal). After each team member has completed the worksheet, share your impressions with each other as a way of identifying potential problems and problem-solving.

1. I feel satisfied with the team's progress so far.

0 1 2 3 4 5 6 7
Dissatisfied Satisfied

2. I feel free to express my ideas.

0 1 2 3 4 5 6 7
Dissatisfied Satisfied

3. I feel my ideas and opinions are heard.

0 1 2 3 4 5 6 7
Dissatisfied Satisfied

4. I feel satisfied with the way decisions are made.

0 1 2 3 4 5 6 7
Dissatisfied Satisfied

5. I feel there is trust and openness in the group.

0 1 2 3 4 5 6 7
Dissatisfied Satisfied

6. I feel a part of the team

0 1 2 3 4 5 6 7
Dissatisfied Satisfied

7. I feel satisfied with how we are managing our time.

0 1 2 3 4 5 6 7
Dissatisfied Satisfied

IST TEAM RE-ASSESSMENT

1. What is my history with the team?

2. What satisfiers/pleasures have I gotten from/do I get from my involvement on the IST team?

3. What are the frustrating and/or negative aspects of my involvement with the IST?

4. What contributions do I make to the team and the program that I feel good about?

5. Am I willing to look at things I do (or fail to do) which have a negative effect on the team? (e.g., witholding information, gossiping about other team members, tolerating repeated violations of our agreed upon ground rules, always waiting for someone to tell me what to do, nursing hurt feelings toward other team members because of past "slights" instead of resolving the matter, etc.)

6. What, if anything, am I willing to do differently in the future regarding my attitude and behavior as a team member?

7. What role do I see myself playing in the future of the IST program in this school?

SOME REASONS WHY GROUPS FAIL

from the PA Network for Student Assistance Services

1. Lack of understanding/clarification of the problem
2. Inability to focus or concentrate on problem
3. Failure to follow a systematic and comprehensive procedure
4. Meeting dominated by a few individuals - need for change is often interpreted by those persons as incompetence on their parts; hence, resistance
5. Fear of punishment if one talks openly
6. Competition vs. cooperation
7. Inability to work as a team
8. Negative chain:
    a. Putdowns - withdrawals - attacks
    b. Subgroups formed (allies/adversaries)
    c. Diversionary tactics
9. Too much knowledge of what doesn't work often prevents speculation or exploration of ideas
10. "Yeah, buts" . . . and "what ifs" are negative forms which develop negative energy that drains the group
11. People cannot separate ideas presented from self-concept (they are an extension of self); therefore, rejection of an idea is tantamount of rejecting the person.

LET'S LOOK AT IT!

from the PA Network for Student Assistance Services

PROBLEM STATEMENT:

Gaps, breakdowns, or blocking factors in the current process, system, or procedure:

What was tried before? Why do you think it failed?

Brainstorm some new solutions

Do some reality testing. What are the success factors for your new solutions?

Pick the most viable solution (the one with the greatest chance for success) and begin to action plan.

TASK	WHO?	BY WHEN?	CHECK?

TEAM MAINTENANCE

Overheads

EIGHT CHARACTERISTICS OF EFFECTIVE GROUPS

1. **Group goals.**
   Clearly understood, relevant.

2. **Communication.**
   Ideas and feelings are communicated clearly and accurately.
   Look at what is being said, *and* how, to whom it is said.

3. **Leadership.**
   Needs to be distributed evenly among all members.

4. **Decision-Making.**
   Is it matched to the need of the situation?
   Whenever possible, it is best to involve
   as many people as possible (consensus).

5. **Power and Influence.**
   Are they equal throughout the group?

6. **Conflicts.**
   Normal, to be encouraged.
   Typical strategies = win/lose; problem-solving.

7. **Group Cohesion.**
   At a high level.

8. **Problem-solving.**
   Solved with minimal energy? Permanently?

Adapted from Johnson and Johnson (1975a).

HELPFUL FEEDBACK

DESCRIPTIVE

SPECIFIC

IMMEDIATE

MEASURABLE

SOLICITED

DECISION LEFT WITH RECEIVER

POSSIBLE TO CHANGE

LEARNING TO WORK IN GROUPS

OPENNESS

Open and honest

Trust

Freedom

Receptive

Closeness

Satisfaction in membership

Support

Adapted from Schultz, William. The Interpersonal Underworld.

LEARNING TO WORK IN GROUPS

INCLUSION

High attendance

Anticipate meetings

Needs recognized and accepted

Good interaction

Committed

Group loyalty

Adapted from Schultz, William. The Interpersonal Underworld.

LEARNING TO WORK IN GROUPS

CONTROL

Clear decisions

Conflict accepted/handled

Shared leadership

Productive

Cooperative

Respect

Adapted from Schultz, William. The Interpersonal Underworld.

STRATEGIES FOR MANAGING RESISTANCE TO CHANGE

1. Accept it.
2. Empathize.
3. Analyze the consequences.
4. Involve staff.
5. Beat the grapevine.
6. Vent frustration.
7. Stress benefits.
8. Explain the purpose.
9. Reassure them.
10. Stress growth and development.
11. Include systematic training.
12. Change gradually.
13. Recognize and reinforce supporters.

Adapted from Pokras (1989).

TEAM MAINTENANCE

Handouts

GROUP NORMS

____

____

GROUP ROLES

____

____

PROBLEM SOLVING PROCEDURES

____

____

FEEDBACK

Helpful:

Descriptive
Specific
Immediate
Measurable

Solicited
Decision left with receiver
Possible to change

I feel __________ when there are so many ____________ during our meetings.

COMMUNICATION

S ______________________________

P ______________________________

C ______________________________

A ______________________________

R ______________________________

E ______________________________

IST COMPONENTS CHECKLIST

____ A curriculum based asessment (CBA) of the student's academic skills in the area(s) of concern is conducted.

____ The student's instructional level in the area(s) of concern is identified.

____ The student is taught at the instructional level in the area9s) of concern throughout the intervention period.

____ The IST determines the student's rates of acquisition and retention in the area(s) of concern throughout the intervention period.

____ The IST determines the student's degree of need at the end of the intervention period.

____ The IST analyzes the continuum of services in the school in developing a permanent intervention at the end of the intervention period.

____ The IST refers for MDT evaluation if interventions do not produce desired progress.

____ The IST has developed and implemented adaptations of instructional materials and/or testing procedures for use in the regular classroom.

____ In the case of behavior problems, the IST has developed and implemented an intervention based on principles of effective communication.

____ The IST has assessed the student's life skill deficiencies in the areas of self-concept, social interaction, decision making, identification of feelings, and/or communication of feelings.

____ The IST has identified any life crisis areas that the student may be experiencing.

INCLUSION, CONTROL, AND OPENNESS

Individual Checklist

from the PA Network for Student Assistance Services

INCLUSION

_______ I regularly attend team meetings.
_______ If absent I will be kept informed.
_______ I look forward to meetings and activities.
_______ My needs are recognized and accepted.
_______ I interact well with other members.
_______ I believe we are all committed to shared goals.
_______ I feel loyal to the group.
_______ I am an accepted member of the team.

CONTROL

_______ I clearly understand and support the decision-making process.
_______ I see conflict accepted and dealt with openly.
_______ I feel leadership is shared fairly.
_______ I believe power is evenly distributed.
_______ I see the team following through on decisions made.
_______ I see open and honest bargaining.
_______ I feel part of a productive group.
_______ The group accepts responsibility for its action.
_______ I sense a spirit of cooperation among group members.
_______ I feel group members respect each other.

OPENNESS

_______ I see open and honest communication among members.
_______ I am free to express my feelings.
_______ I am willing to give and receive feedback.
_______ I trust the other members of my team.
_______ I like being a part of this team.
_______ The team is open to new ideas.
_______ I am close to other team members.
_______ I feel support from other team members.

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